

Cypress-Fairbanks Independent School District

Willbern Elementary School

2022-2023



Mission Statement

The community of Willbern comes together to create a safe, positive learning environment where all members are challenged, respected, and valued as individuals with unique talents. Through support and motivation, everyone obtains the tools necessary to be successful, lifelong learners.

Vision

LEAD: Learn. Empower. Achieve. Dream.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment:

he Campus Performance Objective Council (CPOC) met on May , 2022, and September , 2022, to develop the Campus Needs Assessment and the strategies. Those meetings were held in the Instructional Specialist offices in May and the Willbern Library in September. The May meeting was during Day 1 of our EOY CIC/CPOC Retreat. The September meeting was held after school.

During the meetings, we reviewed the data at both meetings, current problem statements, and root causes to determine if they are still appropriate. In September, the committee discussed strategies to address the root causes.

Based on feedback from the committee, the campus has the following priorities for the current school year: Focus on academic vocabulary,

The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

The comprehensive needs assessment was reviewed and/or revised on the following dates: We first reviewed data on September . We reviewed and made revisions at our October 24, 2022 CPOC meeting held in the Willbern Library..

In summary, the comprehensive needs assessment denotes the following: **WRITE A BRIEF SUMMARY OF THE MAJOR FINDINGS OF YOUR NEEDS ASSESSMENT.**

The comprehensive needs assessment was used to develop the goals, performance objectives, and strategies in the remainder of this campus improvement plan.

Title I, Part A Schoolwide Program Element 2: Schoolwide Program Plan/Campus Improvement Plan: The campus improvement plan was developed with involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. In Cypress-Fairbanks ISD, the committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC). The list of committee members and their roles are included at the back of the Campus Improvement Plan.

The Campus Performance Objective Council (CPOC) met on TYPE IN MAY 2022 CPOC MEETING DATE and TYPE IN THE 2022-23 BEGINNING OF YEAR MEETING DATE HERE to develop the CNA and the strategies. Those meetings were held in the TYPE IN THE LOCATION OF THE MEETINGS starting at TYPE IN THE TIME THE MEETINGS BEGAN. Documentation of the process includes meeting minutes, PowerPoint and/or supporting documents, and sign in sheets. The list of stakeholders involved (including their roles) is included at the back of the Campus Improvement Plan.

During the meetings we: **IN A PARAGRAPH FORM, DENOTE WHAT OCCURRED DURING THE MEETINGS. MAKE SURE TO REFERENCE REVIEW OF DATA AND CONDUCTING THE NEEDS ASSESSMENT. ALSO INCLUDE HOW STRATEGIES WERE DETERMINED.**

Based on feedback from the committee, the campus has the following priorities for the current school year: **LIST TWO OR THREE PRIORITIES BASED ON THE NEEDS ASSESSMENT FOR THIS SCHOOL YEAR. THESE PRIORITIES SHOULD HAVE SPECIFIC STRATEGIES LISTED UNDER GOAL 1, PERFORMANCE OBJECTIVE 1.**

The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

The campus improvement plan is available to the local education agency, parents, and the public, and information contained in the plan is in an understandable and uniform format and, to the extent practicable provided in a language parents can understand. It is written in English and translated into Spanish and other languages based on the following Language Access Plan for Title I Campuses:

In accordance with Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act, this procedure establishes guidelines for providing language accessible services to individuals that are limited English proficient.

All Title I Campuses shall have all written and oral communication services readily available in English and Spanish.

When 25% of a Cypress-Fairbanks ISD Title I campuses home language data shows that the common form of communication is a language other than English or Spanish, the campus will provide the following documents translated to the common language:

- *Registration and Enrollment Forms*
- *Progress Reports*
- *Report Cards*
- *Campus Improvement Plans*
- *School-Parent Compact*
- *Parent Engagement Policy*

Individual campuses may provide other documents translated in a language accessible to their community based upon campus needs. All documents will be translated upon request. Verbal translation in Spanish is available at all Cypress-Fairbanks ISD campuses. The entire Cypress-Fairbanks ISD website, including attachments and links, is translated into Spanish. Other translations may be provided upon request.

The Campus Improvement Plan is made available to parents on the campus website, the district website, and the front office

Title I, Part A Schoolwide Program Element 3: Annual Evaluation of the Schoolwide Program Plan

The third required element of a Title I Schoolwide Program is annually evaluating the schoolwide plan, using data from the State's assessment, or other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest achieving students.

The annual evaluation will occur during CPOC meetings in May using currently available data. Then the evaluation will be reviewed in August in light of STAAR data becoming available in the summer and any needed adjustments will be made at that time.

Student Achievement

Student Achievement Strengths

Reading:

3rd Grade: Masters Grade Level Standards: 33% All Students, 54% White, 29% African American

4th Grade: Meets Grade Level Standards: 59% All Students, 90% Asian, 63% White, 38% African American

4th Grade: Masters Grade Level Standards: 35% All Students, White 44%, Hispanic 33%

5th Grade: Meets Grade Level Standards: 66% All Students, 91% Asian, 88% White, 62% Economically Disadvantaged

5th Grade: Masters Grade Level Standards: 45% All Students, 70% Asian, 50% White, 40% Economically Disadvantaged

Math:

3rd Grade: Masters Grade Level Standards : 42% White, 59% Asian

4th Grade: Meets Grade Level Standards: 63% All Students, 73% White

4th Grade: Masters Grade Level Standards: 53% White

5th Grade: Meets Grade Level Standards: 59% All Students, 90% Asian, 57% Hispanic

5th Grade: Masters Grade Level Standards: 38% All Students, 74% Asian

Science:

5th Grade Approaches Grade Level Standards: 81% All Students, 100% Asian, 88% White, 81% At-Risk

5th Grade Meets Grade Level Standards: 63% All Students, 78% Asian, 75% White, 62% LEP

5th Grade Masters Grade Level Standards:

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: AA students' performances are lower than other student groups. **Root Cause:** RLA: Teachers are required to plan for multiple levels of instruction across subpops.

Problem Statement 2: Math: Our LEP & AA students' performances are lower than other student groups. **Root Cause:** Math: Not all grade levels focused plan to incorporate a high percentage of critical writing options in math.

Problem Statement 3: Science: Our AA and SpEd students' performances are lower than other student groups. **Root Cause:** Science: No focused plan for implicit science vocabulary integration.

Problem Statement 4: Students are beginning the 2022-23 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 5: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

School Culture and Climate

School Culture and Climate Summary

Surveys (students)

Values

Beliefs

Equity-Opportunity and Equal Access

School Culture and Climate Strengths

Willbern Elementary continues to have a positive impact on teachers, students, and parents through various avenues. Our school works hard in promoting our values set forth in our Positive Behavioral Interventions and Support (PBIS). This year began our 4th to use of PBIS Rewards which allows staff to award "Whale Points" to students by scanning their badges. With the PBIS App students and parents are able to see how many points they've earned and why. This was part of an overall reboot of PBIS for us this year and it proved very successful in getting everyone back on the same page with building expectations. Each year students have bought in more to this system of

recognition and reinforcement.

The parents of Willbern Elementary come from many different backgrounds, and are complimentary of the education their student receives from Willbern. The staff at Willbern believes in open communication with parents, and does so through a multitude of media. We continue to have Social Media expectations for all teachers in order to further communicate to our community the positive things going on at Willbern on a daily basis. Our attendance rates at Willbern were lower due to COVID however, when compared to schools in our cluster we maintained the highest attendance percentage.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: We need to focus on equitable engagement and experiences for all students and families this year. **Root Cause:** School Culture and Climate: Need to increase focus on equitable engagement and experiences.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

To support staff in improving their craft and to support student achievement we have provided the following for all staff:

Review of Fundamental 5 Practices

Training with LYS on Closing the Gap for all students

Access to consultants who are leaders in their respective fields of math and RLA

Utilization of the Teacher Rewards system which is part of PBIS Rewards

Fundamental 5 coaching after each teacher has received 15+ Power Walks

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff are experiencing a high level of stress brought on by the expectations and demands placed on them from a federal, state, district, and personal level after the loss of instruction due to virtual learning and the COVID-19 pandemic. **Root Cause:** Teacher/Paraprofessional Attendance: Lack of consistency in teacher attendance due to the pandemic in addition to the state and federal mandates placed on educators.

Parent and Community Engagement

Parent and Community Engagement Strengths

- *Through the PBIS Rewards app parents are able to see in real time how their child is being successful.
- *Sign in sheets form last year showed an increase in attendance of our bilingual parents and families.
- *Our parent attendance was at an all time high after the pandemic had slowed.
- *Use of Remind 101, social media, and School Messenger have helped keep families up to date and engaged in school climate.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Need to find ways to engage parents in person again while still maintaining as many safety protocols as possible. **Root Cause:** Parent and Community Engagement: We need to work to meet all parents needs related to their perceptions of what are and are not safety protocols.

Goals

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum and Instruction & Accountability: By June 2023, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR Reading, Writing, Math and Science results

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Teachers will use high yield instructional strategies to execute plans for the wide disparity of students achievement. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Teachers, IS, AP, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Teachers will plan and execute frequent critical writing activities for students at all academic levels. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Teachers, ISs, APs, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Teachers will incorporate literary elements in their teaching. This will include non-fiction texts, explicit vocabulary instruction and critical writing. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Instructional Team</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: Teachers will use data to determine what skills students need to recoup and provide daily, small group and individual instruction. This will take place during our #powerhour at the beginning of the day.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Young Men of Honor, Girl Power, Bringing Out the Best Character Education Program, Willbern Glow Squad, counselor Guidance Lessons and groups.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: IS,AP, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: At-risk students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.</p> <p>Strategy's Expected Result/Impact: Title I Campuses:</p> <ol style="list-style-type: none"> Teachers will provide before/after school support to tutor and mentor at-risk students. Campus will also provide this on Teacher Work Days as needed. Online Scholastic home readers are available to our bilingual students to foster reading at home and as a way to include parents in the importance of reading. Wireless mouse/keyboard to allow teachers to move around the classroom and stay in the Power Zone. Misc. Instructional supplies such as large post it notes for anchor charts will help students in the classroom. Power Walks provide a system for coaching walk throughs supporting our instructional framework-The Fundamental 5. Flocabulary is an online, interactive platform for vocabulary development. The Summit K-12 program will be used by our EB students in preparation for TELPAS testing. <p>Staff Responsible for Monitoring: BI, Counselor, AP, Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Summer Learning/Enrichment: STAAR Summer Camp Strategy's Expected Result/Impact: Meet or exceed grade level targets on the attached data tables Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Tutoring opportunities Strategy's Expected Result/Impact: Meet or exceed targets on the attached data tables Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	N/A		
Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Staffing: Core content area interventionist Strategy's Expected Result/Impact: Students working with the interventionist will meet or exceed the targets on the attached data table Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Professional Development: Becky Koesel, RLA Consultant, to work with K-5 staff on giving IRLs with fidelity, guided reading and strategy groups to strengthen teacher skills and close the learning gap. Koesel will observe and meet with teachers 8 times throughout the year. Strategy's Expected Result/Impact: Teachers will implement the strategies taught to them by Becky Koesel. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education: Close the gaps for students in RLA, math, science utilizing additional intervention program</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist, Teachers</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the 2022-23 school year, 100% of the district's safety policies will be implemented.

Evaluation Data Sources: Record of safety drills and other required safety actions

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Administration will provide opportunities for discussion and direct instruction on safety protocols at Willbern Elementary on a monthly basis through staff newsletters and direct feedback.</p> <p>Strategy's Expected Result/Impact: 100% of students and staff will be aware of and comply with all safety measures and protocols.</p> <p>Staff Responsible for Monitoring: AP, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the 2022-23 school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Provide school wide recognition for students with highest attendance percentage in attendance. Strategy's Expected Result/Impact: Student attendance will remain at or exceed 98% Staff Responsible for Monitoring: Registrar, Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 15%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Staff will implement PBIS Reward system to build upon our focus on positive behavior supports. Strategy's Expected Result/Impact: Discipline referrals will be decreased by 15% Staff Responsible for Monitoring: BI, AP</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: Reduce in school suspensions for SPED African American students by implementing alternative consequences along with providing direct instruction of social skills. Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 50%. Staff Responsible for Monitoring: BI, AP</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Develop an alternative continuum of consequences for our most behaviorally at risk students. Strategy's Expected Result/Impact: Select ONE: Out of school suspensions will be reduced by 10%. Staff Responsible for Monitoring: BI, AP, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: Staff will use the district's Bringing out the Best curriculum, Sanford Harmony Social Emotional Learning techniques (Primary/ISS) opportunities along with class meetings to support most behaviorally at risk students. Strategy's Expected Result/Impact: Select ONE: Special Opportunity School (SOS) placements of African American students will be reduced by 100%. Staff Responsible for Monitoring: BI, AP, Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Counselors provide monthly guidance lessons to teach coping skills and emotional regulation.</p> <p>Strategy's Expected Result/Impact: SELECT ONE: Violent Incidents will be reduced by 100%.</p> <p>Staff Responsible for Monitoring: Counselors, Principal</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2022-23 school year, teacher/paraprofessional attendance will increase to 98%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Staff will be recognized twice a 9 weeks for perfect attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase to 98%. Staff Responsible for Monitoring: Campus Secretary, Principal</p>	Formative		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2022-23 school year, 100% of teachers will receive job targeted professional development based on identified needs.

Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Staff development will be offered to staff based on needs based surveys to include content-specific consultants, book studies, and new teacher academies.</p> <p>Strategy's Expected Result/Impact: Increased student achievement toward meeting all CIP targets under Goal 1.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the 2022-23 school year, parent and family engagement will increase by 10%.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Provide numerous virtual opportunities for parents and families to participate in the life of the school. Promote staff involvement by providing extra-duty compensation for operating PAFE events outside typical school hours.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%.</p>	Formative		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2022-2023 CPOC

Committee Role	Name	Position
Administrator	Connye Roberson	Principal
Classroom Teacher	Megan Scofield	Pre-K/ECSE
Classroom Teacher	Taylor Moore	Kindergarten
Classroom Teacher	Megan McLamore	First Grade
Classroom Teacher	Erica Marshall	Second Grade
Classroom Teacher	Kallie Hall	Third Grade
Classroom Teacher	Emily Salgado	Fourth Grade
Classroom Teacher	Brenda Guerra	Fifth Grade
Classroom Teacher	Justin McCabe	Large Group Teacher
Assistant Principal	Stephanie Hakemack	Other School Leader #1
Assistant Principal	Kevin Weekley	Other School Leader #2
Non-classroom Professional	Darnette Merriweather	Other School Leader #4
District-level Professional	Tracy McDaniel	Administrator (LEA) #2
Parent	Jude Sisk	Parent #1
Business Representative	Emmahlyn Rosalez-Reyes	Business Representative #1
Paraprofessional	Deeann Yniguez	Paraprofessional #1
Paraprofessional	Susie Fritsche	Paraprofessional #2-School Secretary
RLA/BIL Intervention	Alex Taylor	RLA Enrichment
Classroom Teacher	Rhyan Stribling	Special Education Representative
District-level Professional	Tracy McDaniel	Administrator (LEA) #1
Non-classroom Professional	Tresa Weisz	Testing Coordinator

Addendums

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				2022	#	%			#	%			#	%		
				#	#	%	#	%	#	%						
Reading	3	Willbern	White	13	12	92%	100%	91%	7	54%	64%	64%	7	54%	64%	*
Reading	3	Willbern	Two or More	*	*	*	*	88%	*	*	*	63%	*	*	*	*
Reading	3	Willbern	Eco. Dis.	103	76	74%	84%	66%	47	46%	56%	44%	28	27%	37%	13%
Reading	3	Willbern	Emergent Bilingual	33	23	70%	80%	56%	9	27%	37%	33%	3	9%	20%	*
Reading	3	Willbern	At-Risk	86	61	71%	81%	60%	36	42%	52%	35%	17	20%	30%	11%
Reading	3	Willbern	SPED	10	3	30%	50%	48%	2	20%	40%	26%	0	0%	10%	*
Reading	4	Willbern	All	136	107	79%	90%	80%	80	59%	70%	50%	47	35%	45%	25%
Reading	4	Willbern	Hispanic	69	55	80%	90%	71%	39	57%	67%	42%	23	33%	43%	18%
Reading	4	Willbern	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Willbern	Asian	20	18	90%	100%	100%	18	90%	100%	71%	11	55%	65%	41%
Reading	4	Willbern	African Am.	24	16	67%	77%	85%	9	38%	48%	50%	3	13%	23%	*
Reading	4	Willbern	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Willbern	White	16	11	69%	80%	85%	10	63%	73%	62%	7	44%	54%	38%
Reading	4	Willbern	Two or More	7	7	100%	100%	*	4	57%	6700%	*	3	43%	53%	*
Reading	4	Willbern	Eco. Dis.	107	82	77%	87%	79%	59	55%	65%	43%	31	29%	40%	17%
Reading	4	Willbern	Emergent Bilingual	39	26	67%	80%	70%	21	54%	64%	20%	7	18%	28%	*
Reading	4	Willbern	At-Risk	97	72	74%	84%	74%	50	52%	62%	40%	25	26%	36%	14%
Reading	4	Willbern	SPED	23	10	43%	60%	*	5	22%	42%	*	1	4%	15%	*
Reading	5	Willbern	All	112	96	86%	96%	88%	74	66%	76%	66%	50	45%	55%	33%
Reading	5	Willbern	Hispanic	51	41	80%	90%	90%	27	53%	63%	65%	17	33%	43%	28%
Reading	5	Willbern	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Willbern	Asian	23	23	100%	100%	95%	21	91%	100%	89%	16	70%	80%	58%
Reading	5	Willbern	African Am.	26	22	85%	95%	76%	16	62%	72%	57%	11	42%	52%	24%
Reading	5	Willbern	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Willbern	White	8	7	88%	100%	87%	7	88%	98%	53%	4	50%	60%	47%
Reading	5	Willbern	Two or More	*	*	*	*	100%	*	*	*	*	*	*	*	*
Reading	5	Willbern	Eco. Dis.	85	71	84%	94%	84%	53	62%	72%	63%	34	40%	50%	27%
Reading	5	Willbern	Emergent Bilingual	34	27	79%	90%	84%	18	53%	63%	57%	9	26%	36%	19%
Reading	5	Willbern	At-Risk	79	68	86%	86%	85%	47	59%	6900%	57%	28	35%	45%	26%
Reading	5	Willbern	SPED	13	5	38%	50%	59%	2	15%	25%	*	1	8%	20%	*
Science	5	Willbern	All	112	91	81%	91%	81%	70	63%	73%	51%	38	34%	44%	32%
Science	5	Willbern	Hispanic	51	40	78%	88%	83%	29	57%	67%	45%	14	27%	37%	25%
Science	5	Willbern	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Willbern	Asian	23	23	100%	100%	95%	18	78%	88%	79%	14	61%	71%	68%
Science	5	Willbern	African Am.	26	18	69%	80%	62%	14	54%	64%	29%	5	19%	30%	*
Science	5	Willbern	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Willbern	White	8	7	88%	98%	87%	6	75%	85%	73%	3	38%	48%	47%
Science	5	Willbern	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Willbern	Eco. Dis.	85	66	78%	88%	77%	51	60%	70%	47%	25	29%	39%	30%
Science	5	Willbern	Emergent Bilingual	34	28	82%	92%	78%	21	62%	72%	54%	11	32%	42%	30%
Science	5	Willbern	At-Risk	79	64	81%	91%	74%	46	58%	70%	45%	22	28%	38%	26%
Science	5	Willbern	SPED	13	5	38%	50%	53%	2	15%	25%	*	2	15%	25%	*

Early Childhood Literacy Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

		WILLBERN	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	All	Target and Actual Rate	50%	46%	52%	55%	54%	57%	60%
		Total Number Meets or Higher		58		64			
		Total Number Tested		126		117			
		Points away from or above target		-4		+3			
		Difference from Prior Year				+9			
		Growth from Prior Year				20%			
	Hispanic	Target and Actual Rate	53%	45%	55%	46%	57%	60%	63%
		Total Number Meets or Higher		29		32			
		Total Number Tested		64		69			
		Points away from or above target		-8		-9			
		Difference from Prior Year				+1			
		Growth from Prior Year				2%			
	Eco. Disadv.	Target and Actual Rate	45%	44%	47%	48%	49%	52%	55%
		Total Number Meets or Higher		41		46			
		Total Number Tested		94		95			
		Points away from or above target		-1		+1			
		Difference from Prior Year				+4			
		Growth from Prior Year				9%			
	EL (Current & Monitored)	Target and Actual Rate	50%	48%	52%	55%	54%	57%	60%
		Total Number Meets or Higher		29		30			
		Total Number Tested		61		55			
		Points away from or above target		-2		+3			
		Difference from Prior Year				+7			
		Growth from Prior Year				15%			
Cont. Enrolled	Target and Actual Rate	51%	47%	53%	55%	55%	58%	61%	
	Total Number Meets or Higher		52		51				
	Total Number Tested		110		92				
	Points away from or above target		-4		+2				
	Difference from Prior Year				+8				
	Growth from Prior Year				17%				
Non-Cont. Enrolled	Target and Actual Rate	47%	38%	49%	52%	51%	54%	57%	
	Total Number Meets or Higher		6		13				
	Total Number Tested		16		25				
	Points away from or above target		-9		+3				
	Difference from Prior Year				+14				
	Growth from Prior Year				37%				

Early Childhood Math Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

		WILLBERN	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	All	Target and Actual Rate	43%	32%	45%	48%	47%	50%	53%
		Total Number Meets or Higher		41		56			
		Total Number Tested		127		116			
		Points away from or above target		-11		+3			
		Difference from Prior Year				+16			
		Growth from Prior Year				50%			
	Hispanic	Target and Actual Rate	38%	25%	40%	35%	42%	45%	48%
		Total Number Meets or Higher		16		24			
		Total Number Tested		65		69			
		Points away from or above target		-13		-5			
		Difference from Prior Year				+10			
		Growth from Prior Year				40%			
	Eco. Disadv.	Target and Actual Rate	36%	31%	38%	41%	40%	43%	46%
		Total Number Meets or Higher		29		39			
		Total Number Tested		95		95			
		Points away from or above target		-5		+3			
		Difference from Prior Year				+10			
		Growth from Prior Year				32%			
	EL (Current & Monitored)	Target and Actual Rate	45%	35%	47%	40%	49%	52%	55%
		Total Number Meets or Higher		22		22			
Total Number Tested			62		55				
Points away from or above target			-10		-7				
Difference from Prior Year					+5				
Growth from Prior Year					14%				
Cont. Enrolled	Target and Actual Rate	44%	34%	46%	48%	48%	51%	54%	
	Total Number Meets or Higher		38		44				
	Total Number Tested		111		91				
	Points away from or above target		-10		+2				
	Difference from Prior Year				+14				
	Growth from Prior Year				41%				
Non-Cont. Enrolled	Target and Actual Rate	37%	19%	39%	48%	41%	44%	47%	
	Total Number Meets or Higher		3		12				
	Total Number Tested		16		25				
	Points away from or above target		-18		+9				
	Difference from Prior Year				+29				
	Growth from Prior Year				153%				

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Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional “standard operating procedures.”

Curriculum and Instruction

- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students’ needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
 - use technology (including but is not limited to online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
 - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
 - develop academic language proficiency through speaking, reading, writing, and listening;
 - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
 - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master’s Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring

- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
 - review of lesson plans;
 - participation in team planning by administrators;
 - participation in data review/data dig sessions; and
 - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis

- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule that contains all components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice from among varied genres and reading levels during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use the *Continuum of Literacy Learning* and District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and reading and writing workshop.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Communicate and share conclusions using digital tools such as Google Suite, Flipgrid, WeVideo etc.
 - Incorporate the use of digital tools such as:
 - Google Suite
 - Scholastic Literacy Pro
 - Scholastic Storyworks (2nd-5th)
 - Amplify Reading
 - Amira Suite
 - HMH Suite
 - Library Resources
 - Schoology
 - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
 - Utilized only after explicit and systematic instruction of literacy processes has occurred and not in place of first instruction

Mathematics

- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using Number Talks, Math Talks, CFISD Fact Fluency Plan, and other content conversation routines.
 - "Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
 - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use the rule of thumb of a weekly average use of the following:
 - 55% paper resource, 35% digital resource, 10% flex
 - Use Chromebook devices to engage in digital creation and collaboration
 - Incorporate the use of digital tools such as ST Math, Gizmos, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
 - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
 - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.
 - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

Science

Teachers will develop science-literate students by creating learning opportunities using the 5E Instructional Model (grades 2-5) that engage students in scientific practices that require them to

- Ask questions, identify problems, plan and conduct classroom and field investigations to answer questions according to grade-level TEKS expectations (K-1 = 80% of the time, 2nd-3rd = 60% of the time, 4th-5th = 50% of the time).
- Use a science notebook (grades 2-5) to collect and organize data in simple graphs, tables, maps, and charts.
- Analyze data using math to derive meaning, identify patterns, and discover relationships.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and vocabulary.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and scientific writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital collaboration;
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Explore simulations (e.g. Explore Learning Gizmos, Interactive textbook, etc.);
 - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc;
 - Communicate and share conclusions using digital tools such as; Google Suite, Flipgrid, WeVideo etc.

Elementary Physical Education/Health (K-5)

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize the resources available to teachers including the CFISD Elementary PE Required Skills Units; Focused Fitness resources (digital); SPARK (digital); CATCH materials; and, Health Curriculum Videos.
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K- 5)

- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom rhythm and Orff instruments
- Create lessons and utilize activities that develop understanding of the elements of music such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize the resources available to teachers, including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards
- Use 1:1 technology as a resource for self-exploration of topics and careers in music
- Encourage students to connect learning in music with other areas of knowledge such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

Visual Arts (K–5)

- Model and teach artistic thinking – which means prompting curiosity and asking questions to develop ideas.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skills and techniques (not solutions).
- Explore careers associated with visual culture.
- Reflect on teaching practices to enhance professional development.
- Utilize the resources available to teachers including the CFISD adopted instructional materials, 1:1 technology, CFISD Benchmarks and CFISD Curriculum Standards.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including the Houston Rodeo School Art Contest, and the Texas Elementary Art Meet (TEAM contest).
- Participate in activities and events that promote school and community involvement, such as campus and districtwide art exhibits.