

Cypress-Fairbanks Independent School District

Wilson Elementary School

2021-2022 Campus Improvement Plan



Mission Statement

We, the children, parents and staff of Peggy Wilson Elementary are united in the pursuit of excellence. We are a child-centered school that accepts responsibility for the development of life-long learners.

Vision

LEAD: Learn. Empower. Achieve. Dream.

Value Statement

Wilson students are Respectful, Responsible and Ready to Learn.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1.1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of children 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 determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: Review local assessments, previous state assessments, utilize the 10-5-5 Strategy and Why Factors.

In summary, the comprehensive needs assessment denotes the following: Our students have learning gaps due to COVID-19.

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 2.1: Campus Improvement Plan Developed with Appropriate Stakeholders: 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. The committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC).

Title I, Part A Schoolwide Program Element 2.2: Regular Monitoring and Revision: 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.

Title I, Part A Schoolwide Program Element 2.3: Available to Parents and Community in an Understandable Format and Language: 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, the front office, and neighboring apartment complex (Catalon Apt.)

Student Achievement

Student Achievement Strengths

Our student strengths are revealed in the Reading STAAR Data in grades 3-5. Third grade all students performed at 77% in 3rd grade reading. While the Hispanic subpop performed at 82%, White at 79%, ED at 72% and At-Risk 71%. STAAR results that in 3rd grade, the Asian population shows 100%, ED at 71% and Hispanic at 76%.

We also have strengths in math. STAAR reveals the Asian subpop performed at 71% in 4th grade and for 5th grade 72% all students and 77% Hispanic and Asian.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Students in the LEP, At-Risk and Special Education subpopulation performed lower than the other students in other subpopulations. **Root Cause:** Reading: Instruction needs to include small group instruction, read alouds with accountable talk, think, pair share and more rigorous and relevant substance to broaden, deepen reading comprehension.

Problem Statement 2: Writing: White, LEP, SpED and ED student populations performed lower than other subpops. **Root Cause:** Writing: Instruction needs to focus on strengthen grammar, writing structures, oral language and direct responses.

Problem Statement 3: Math: Hisp. AA, ED, LEP, AT-Risk, SpED students performed lower than other subpops. **Root Cause:** Math: Instructors must scaffold student learning so that comprehensible input is attained. Scaffolding may include word walls, creating and using interactive math notebooks, and small group targeted instruction.

Problem Statement 4: Science: LEP and Sped students performed lower than all other subpops. **Root Cause:** Science: Strategic plans must be designed in such a way that is purposeful and intentional.

Problem Statement 5: Students are beginning the 2021-22 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 6: 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 Strengths

The strength of our campus rests on the unity that we take PRIDE in being a Wilson Wrangler. Our teachers and staff teach students about Positivity, Respect, Integrity, Determination and Empathy . Our campus also teaches students about kindness with intentionally. As a staff we work together to increase daily student attendance and student campus safety. We also work as a school to implement best practices for restorative discipline.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: : Increase restorative practice strategies to build solid relationships with students and to promote a more positive staff response with all students. **Root Cause:** School Culture and Climate: There is a need to professional development regarding classroom management, restorative practice/discipline and behavior management.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The Wilson staff has reported that our campus is inclusive and has high regards for professionally developing all staff. Instructional Specialist, Assistant Principals and Principals participated in an on demand coaching professional development through Sibme in the fall of 2021-22 to better coach and support teachers and instruction. Garland Linkenhoger also provides training each quarter to the teachers for math and attends their planning to provide feedback and guidance.

Our campus is provides "The Wilson Way Blueprint" for instruction for our administrators and teachers in a professional small group. Teachers are provided collaborative planning 2 times a week to share ideas, brainstorm, review data and engage in supportive sessions with one another for well designed lessons.

Our staff is celebrated and appreciated regularly for their efforts in providing quality instruction, keeping students safe and remaining professional.

Our staff is provided opportunity to have input and to discuss their input with campus leaders and various teams (i.e. Vertical Teams, CPOC, Leadership Team).

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance:Teacher and Paraprofessionals need to decrease number of absences. **Root Cause:** Teacher/Paraprofessional Attendance: Increase teacher and paraprofessional incentives and recognition for attendance.

Parent and Community Engagement

Parent and Community Engagement Strengths

Wilson has increased communication as a school and built a stronger relationship between teachers and parent.

We provide opportunities that are engaging for both the children, parent and community.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Increase parent communication. **Root Cause:** Parent and Community Engagement: Provide parents with more communication from the campus consistently throughout the year.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

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 2022, 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading: Wilson teachers will provide engaging, rigorous, relevant and student centered/driven, interactive learning experiences for all students. Teachers will attend Campus Professional Development and Reading based PLC's. Instructional specialist will provide training opportunities and family involvement experiences to incorporate best practices for Reading Workshop, Writer's Workshop, small group, mini lessons, read aloud, record keeping and modeling, to meet the needs of all learners in all sub-populations.</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> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing: Pre-K- 5 teachers will consistently implement purposeful strategies to improve written composition, grammar and conventions, revision and editing for all students, AA, Hispanic, ED, Special Education, ELL students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers IS AP Principal</p>	Formative		
	Nov	Feb	May
			

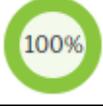
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Writing: Teachers will plan and determine strategies to focus on teaching all students, with a focus on ELL, AA, ED students, to add details with grammatically correct sentences to their writing samples through whole group, small group, and conferring to create a more focused writing sample utilizing district and campus -created lessons through collaborative planning, district staff development. Teachers will utilize rubrics and scoring calibration.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Specialist Assistant Principal Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Math: Teachers will attend training district sessions, collaborative planning and reflection conferences with Garland Linkenhoger (Math Consultant), long-range planning, Math Campus Professional Development and Guided Math Training. Adhere to coaching feedback regarding small group, use of anchor charts, student centered driven instruction, number talks and lesson frames. Writing in math, concrete, pictorial and abstract models will be implemented. Teachers will be intentional about providing students with relevant and rigorous lesson/instruction. Teachers will reteach and provide spiraling back cycles to capture all learners, in all sub-populations. Teachers and Instructional support will provide math camps, before and after school tutorials, math intervention and Closing The Gap Tutorials to increase student achievement.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers IS AP Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Science: Our teachers will implement effective strategies and best practices consistently to improve science scores for all students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers IS AP Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: All students will receive 30 minutes a day of Closing the Gap, for 5 consecutive days. Students who are eligible for reading and math Accelerated Instruction are provided 30 min. each day of 5 days a week of specified instruction through Closing the Gap time. At- risk students are invited to math and reading camps, before and after school tutoring and in pull out and push in small 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: Teachers, At-Risk Specialist, Instructional Specialist and Reading Transition Specialist AP's, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Well-Rounded Education : Campus PALS, Wilson Basketball Team, Wilson Pep Squad, Fit Girls, Math and Reading Camps, tutoring/enrichment programs for grades 2-5, Drummers Club,</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Student Council sponsor, PBIS Campus Leaders, Counselors (Composed of teachers and Admin)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Deepen understanding of and address specific academic needs of the LEP, Special Education, Economically Disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners, along with at-risk student groups in an effort to address the needs of all students, particularly at-risk.</p> <p>Strategy's Expected Result/Impact: As a Title I campus, Wilson will implement the following measures.</p> <ol style="list-style-type: none"> 1) Extended Day Tutoring and interventions will be provided by our our campus teachers and administrators to students who qualify for tutoring. 2) Math Consultant will be providing teachers with on demand coaching and modeling, to provide examples of quality well rounded instruction. 3) Install a book vending machine to enhance engagement with reading by offering students an unusual delivery method that provides novelty and student choice. <p>Staff Responsible for Monitoring: Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: Extra-duty pay for extended-day tutoring - Title I - \$45,000, Consultant - Math teacher training - Title I - \$9,800, Book Vending Machine - Title I - \$4,999</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 2021-22 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Tutoring Strategy's Expected Result/Impact: Students attending the Wilson Tutorial sessions will have a 25% increase in academic growth based on the the 2022 EOY Assessments in both reading and math. Staff Responsible for Monitoring: Instructional Specialist, Principal, AP's and teachers.</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Core content area interventionist (math) Strategy's Expected Result/Impact: By the end of the 21-22 school year 95% of the students who are receive math intervention will reach Approaches or higher on the Math STAAR Test. Staff Responsible for Monitoring: 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 3: State Compensatory Education (SCE): Throughout the 2021-22 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. At-Risk funding to support this performance objective is allocated to purchase materials and supplies for at-risk students in tutoring, campus and intervention groups.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide additional academic support for at-risk students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed STAAR targets on the attached data table</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Supplies and Extra Duty - Special Allotment: Compensatory Education - \$2,943</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 2021-22 school year, 100% of the district's safety policies will be implemented.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Train all faculty and staff on Emergency Operations Plan and Crisis protocols. Train staff and parents on safety language and procedures (i.e. Lockout, Lockdown, Shelter, Hold, etc.)</p> <p>Train staff and parents on the reunification process and procedures.</p> <p>Have plan in place for campus notification and make staff and parents aware of the messaging system, if ever there were an emergency.</p> <p>Train front office staff on receptionist and front desk expectations, customer service and role in an emergency</p> <p>Strategy's Expected Result/Impact: Create opportunities to rehearse procedures in case of an emergency.</p> <p>Create a safe learning and working environment for all students, faculty and staff.</p> <p>Increase safety drill language and expectations.</p> <p>Staff Responsible for Monitoring: Principal EOP Coordinator (AP) All staff</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) 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: Principal EOP (AP)</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 2021-22 school year, student attendance will be at (98)%. Student Attendance: Our staff will track reconcile and take attendance daily for all students daily. We will communicate with parents about absences. Teachers will communicate with parents, campus administration and the registrar regarding attendance.

The truancy officer will be notified for students with 5 or more unexcused absences.

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Attendance will be taken each day at 10:00 in homeroom classes.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed (98)%.</p> <p>Staff Responsible for Monitoring: Teachers 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 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 10%.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: At Wilson we will implement the following strategies to support Restorative Discipline: Orientations for new students, Project Safety, daily class meetings, Tipline Student Code of Conduct Meetings Summer Parent/Student Contact Principal's Leadership Council Work with parents on parenting skills, technology awareness. Provide staff with restorative practices training and classroom management Professional Development. Participate in PBIS</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by (25)%.</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions Provide more opportunity to brainstorm and debrief scenarios regarding discipline regarding all subpops. Review discipline data regularly and consistently. Provide professional development centered around the book "Love and Logic" for alternative /restorative responses and ideas.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 10)%.</p> <p>Staff Responsible for Monitoring: BI At-Risk Specialist AP Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: We have developed a meditation room for calming techniques, cool downs and regrouping.</p> <p>Our campus has a DMC classroom for in-school suspensions. We have renamed the DMC class and program to Kindness Kamp, where the students will be trained on Social Skills strategies.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 10%.</p> <p>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: Provide more opportunity to brainstorm and debrief scenarios regarding discipline regarding all subpops.</p> <p>Review discipline data regularly and consistently.</p> <p>Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will be reduced by (10)%.</p> <p>Staff Responsible for Monitoring: Behavior Interventionist, APs, Principal</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: At Wilson we will implement Project Safety Lessons, Guidance lessons, and our campus will continue to implement Kindness Lessons.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Counselors, Behavior Interventionist, APs, Principal</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> No Progress Accomplished Continue/Modify Discontinue </div>			

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

Performance Objective 4: Coordinated Health Program: By the end of the 2021-22 school year, 100% of the Campus School Health Advisory Council (CSHAC) Campus Plan will be implemented.

Evaluation Data Sources: Records of CSHAC plan implementation (ex: Lesson Plans etc.)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified timelines.</p> <p>Strategy's Expected Result/Impact: Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness.</p> <p>Staff Responsible for Monitoring: CSHAC Team</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 2021-22 school year, teacher/paraprofessional attendance will increase by 10%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Teacher/Paraprofessional Attendance: By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase by 20%.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by (20)%.</p> <p>Staff Responsible for Monitoring: AP, substitute representative, principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  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 2021-22 school year, (98)% of teachers will receive job targeted professional development based on identified needs.

Evaluation Data Sources: Classroom implementation of professional learning
 Wilson Walks (Snapshot Instructional Observations)
 CF-Tess Walk Throughs * Formal and Informal
 Lesson Plans

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Campus leaders and teachers provide campus professional development. Special Education (Autism), Reading (Read Aloud with Accountable Talk), Continuum of Literacy, Math (Rigor/Relevance).</p> <p>Strategy's Expected Result/Impact: Safe, health conscience perspective to teaching and implementing strategies to help all students learn in a safe environment.</p> <p>Instruction will be rigorous and engaging for all students (virtual and face to face learners).</p> <p>Student Engagement and the Implementation of Blended learning so that both face to face students and connect students will be presented with a rigorous and engaging learning opportunity.</p> <p>Staff Responsible for Monitoring: AP's, IS's, Teacher, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</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 2021-22 school year, parent and family engagement will increase by (10)%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Our campus will utilize social media, the campus website and fliers to communicate events and opportunities for visiting and volunteering on the campus.</p> <p>Parents will have an opportunity to work in conjunction with the school and have a home/school partnership.</p> <p>Create a partnership with parents to build stronger, long lasting relationships.</p> <p>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 (20)%.</p> <p>Parents will have an opportunity to work in conjunction with the school and have a home/school partnership.</p> <p>Create a partnership with parents to build stronger, long lasting relationships.</p> <p>Staff Responsible for Monitoring: Principal Title I Specialist Campus Secretary</p> <p>Funding Sources: Extra-duty: PAFE - Title I - \$5,224</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Parent and Family Engagement Policy: The campus jointly developed/amended the policy with parents and family members and distributed to all parents and family members within the school.</p> <p>This policy was made available in English and Spanish and other languages based on the Language Access Plan for Title I Campuses on the campus website as well as in the following location(s): front office</p> <p>Strategy's Expected Result/Impact: 100% of parents and family members will have access to the Parent and Family Engagement Policy.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings.</p> <p>Strategy's Expected Result/Impact: Parent and family participation will increase by 10% due to the campus offering flexible meeting dates and times.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</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>			

State Compensatory

Budget for Wilson Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

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Personnel for Wilson Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	Reaching Enrichment/SGRI Teacher	1
1 position	Teacher	1
1 position	Instructional Specialist	1
1 position	Core Content Area Coach	1
1 position	Behavior Interventionist	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	Teacher	At-Risk Interventions	1

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Extra-duty pay for extended-day tutoring		\$45,000.00
1	1	8	Consultant - Math teacher training		\$9,800.00
1	1	8	Book Vending Machine		\$4,999.00
4	1	1	Extra-duty: PAFE		\$5,224.00
Sub-Total					\$65,023.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies and Extra Duty		\$2,943.00
Sub-Total					\$2,943.00

Addendums

Cypress-Fairbanks Independent School District
 Department of District Improvement and Accountability
2021-22 Approaches CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Math	3	Wilson	All	122	73	60%	70%	10%	127	83	65%
Math	3	Wilson	Hispanic	55	28	51%	70%	19%	51	29	57%
Math	3	Wilson	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Wilson	Asian	22	18	82%	83%	1%	19	15	79%
Math	3	Wilson	African Am.	22	12	55%	70%	15%	21	13	62%
Math	3	Wilson	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Wilson	White	19	12	63%	70%	7%	30	21	70%
Math	3	Wilson	Two or More	*	*	*	*	*	5	5	100%
Math	3	Wilson	Eco. Dis.	73	35	48%	70%	22%	88	50	57%
Math	3	Wilson	LEP Current	23	9	39%	70%	31%	10	3	30%
Math	3	Wilson	At-Risk	68	39	57%	70%	13%	85	50	59%
Math	3	Wilson	SPED	12	5	42%	70%	28%	15	5	33%
Math	4	Wilson	All	117	51	44%	70%	26%	125	83	66%
Math	4	Wilson	Hispanic	53	17	32%	70%	38%	62	36	58%
Math	4	Wilson	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Wilson	Asian	17	12	71%	75%	4%	17	16	94%
Math	4	Wilson	African Am.	19	7	37%	70%	33%	26	18	69%
Math	4	Wilson	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Wilson	White	21	13	62%	70%	8%	15	10	67%
Math	4	Wilson	Two or More	5	2	40%	70%	30%	*	*	*
Math	4	Wilson	Eco. Dis.	71	27	38%	70%	32%	88	52	59%
Math	4	Wilson	LEP Current	30	8	27%	70%	43%	29	13	45%
Math	4	Wilson	At-Risk	50	19	38%	70%	32%	85	49	58%
Math	4	Wilson	SPED	12	4	33%	70%	37%	12	5	42%
Math	5	Wilson	All	116	84	72%	75%	3%	125	94	75%
Math	5	Wilson	Hispanic	62	48	77%	80%	3%	56	40	71%
Math	5	Wilson	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Wilson	Asian	13	10	77%	80%	3%	19	17	89%
Math	5	Wilson	African Am.	18	10	56%	70%	14%	21	14	67%
Math	5	Wilson	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Wilson	White	19	14	74%	80%	6%	22	18	82%
Math	5	Wilson	Two or More	*	*	*	*	*	5	4	80%
Math	5	Wilson	Eco. Dis.	74	50	68%	70%	2%	80	57	71%
Math	5	Wilson	LEP Current	17	11	65%	70%	5%	35	21	60%
Math	5	Wilson	At-Risk	70	47	67%	70%	3%	99	71	72%
Math	5	Wilson	SPED	16	5	31%	70%	39%	13	7	54%

Cypress-Fairbanks Independent School District
 Department of District Improvement and Accountability
2021-22 Approaches CIP Targets

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Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	3	Wilson	All	121	91	75%	77%	2%	127	110	87%
Reading	3	Wilson	Hispanic	54	41	76%	78%	2%	51	42	82%
Reading	3	Wilson	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Wilson	Asian	22	22	100%	100%	0%	19	18	95%
Reading	3	Wilson	African Am.	22	15	68%	70%	2%	21	19	90%
Reading	3	Wilson	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Wilson	White	19	9	47%	70%	23%	30	26	87%
Reading	3	Wilson	Two or More	*	*	*	*	*	5	5	100%
Reading	3	Wilson	Eco. Dis.	72	51	71%	73%	2%	88	72	82%
Reading	3	Wilson	LEP Current	22	11	50%	70%	20%	10	6	60%
Reading	3	Wilson	At-Risk	67	45	67%	70%	3%	85	70	82%
Reading	3	Wilson	SPED	12	7	58%	70%	12%	15	7	47%
Reading	4	Wilson	All	115	76	66%	70%	4%	125	97	78%
Reading	4	Wilson	Hispanic	51	31	61%	70%	9%	62	44	71%
Reading	4	Wilson	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Wilson	Asian	17	13	76%	78%	2%	17	17	100%
Reading	4	Wilson	African Am.	19	14	74%	76%	2%	26	23	88%
Reading	4	Wilson	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Wilson	White	21	15	71%	74%	3%	15	9	60%
Reading	4	Wilson	Two or More	5	3	60%	70%	10%	*	*	*
Reading	4	Wilson	Eco. Dis.	69	39	57%	70%	13%	88	66	75%
Reading	4	Wilson	LEP Current	29	13	45%	70%	25%	29	15	52%
Reading	4	Wilson	At-Risk	48	30	63%	70%	7%	85	60	71%
Reading	4	Wilson	SPED	11	5	45%	70%	25%	12	6	50%
Reading	5	Wilson	All	114	86	75%	77%	2%	125	105	84%
Reading	5	Wilson	Hispanic	60	48	80%	82%	2%	56	46	82%
Reading	5	Wilson	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Wilson	Asian	13	9	69%	71%	2%	19	16	84%
Reading	5	Wilson	African Am.	18	10	56%	70%	14%	21	16	76%
Reading	5	Wilson	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Wilson	White	19	15	79%	82%	3%	22	21	95%
Reading	5	Wilson	Two or More	*	*	*	*	*	5	5	100%
Reading	5	Wilson	Eco. Dis.	72	52	72%	74%	2%	80	64	80%
Reading	5	Wilson	LEP Current	17	6	35%	70%	35%	35	25	71%
Reading	5	Wilson	At-Risk	70	50	71%	73%	2%	99	82	83%
Reading	5	Wilson	SPED	16	4	25%	70%	45%	13	9	69%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 Approaches CIP Targets

The targets listed below meet minimum expectations.
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Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Science	5	Wilson	All	115	82	71%	80%	9%	125	89	71%
Science	5	Wilson	Hispanic	61	47	77%	80%	3%	56	36	64%
Science	5	Wilson	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Wilson	Asian	13	9	69%	73%	4%	19	15	79%
Science	5	Wilson	African Am.	18	9	50%	70%	20%	21	15	71%
Science	5	Wilson	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Wilson	White	20	15	75%	80%	5%	22	19	86%
Science	5	Wilson	Two or More	*	*	*	*	*	5	3	60%
Science	5	Wilson	Eco. Dis.	73	48	66%	70%	4%	80	53	66%
Science	5	Wilson	LEP Current	18	6	33%	70%	37%	35	18	51%
Science	5	Wilson	At-Risk	72	47	65%	70%	5%	99	67	68%
Science	5	Wilson	SPED	18	3	17%	70%	53%	13	8	62%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 Meets CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Math	4	Wilson	All	117	31	26%	33%	7%	125	39	31%
Math	4	Wilson	Hispanic	53	10	19%	26%	7%	62	15	24%
Math	4	Wilson	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Wilson	Asian	17	8	47%	54%	7%	17	11	65%
Math	4	Wilson	African Am.	19	2	11%	18%	7%	26	6	23%
Math	4	Wilson	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Wilson	White	21	9	43%	50%	7%	15	6	40%
Math	4	Wilson	Two or More	5	2	40%	47%	7%	*	*	*
Math	4	Wilson	Eco. Dis.	71	15	21%	28%	7%	88	21	24%
Math	4	Wilson	LEP Current	30	3	10%	17%	7%	29	3	10%
Math	4	Wilson	At-Risk	50	10	20%	27%	7%	85	18	21%
Math	4	Wilson	SPED	12	2	17%	24%	7%	12	2	17%
Math	5	Wilson	All	116	53	46%	53%	7%	125	54	43%
Math	5	Wilson	Hispanic	62	32	52%	59%	7%	56	20	36%
Math	5	Wilson	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Wilson	Asian	13	7	54%	61%	7%	19	13	68%
Math	5	Wilson	African Am.	18	5	28%	35%	7%	21	8	38%
Math	5	Wilson	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Wilson	White	19	7	37%	42%	5%	22	11	50%
Math	5	Wilson	Two or More	*	*	*	*	*	5	2	40%
Math	5	Wilson	Eco. Dis.	74	27	36%	43%	7%	80	33	41%
Math	5	Wilson	LEP Current	17	4	24%	31%	7%	35	10	29%
Math	5	Wilson	At-Risk	70	26	37%	44%	7%	99	34	34%
Math	5	Wilson	SPED	16	2	13%	20%	7%	13	2	15%
Reading	4	Wilson	All	115	38	33%	40%	7%	125	69	55%
Reading	4	Wilson	Hispanic	51	14	27%	34%	7%	62	32	52%
Reading	4	Wilson	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Wilson	Asian	17	7	41%	48%	7%	17	14	82%
Reading	4	Wilson	African Am.	19	6	32%	39%	7%	26	16	62%
Reading	4	Wilson	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Wilson	White	21	9	43%	50%	7%	15	6	40%
Reading	4	Wilson	Two or More	5	2	40%	47%	7%	*	*	*
Reading	4	Wilson	Eco. Dis.	69	17	25%	32%	7%	88	46	52%
Reading	4	Wilson	LEP Current	29	2	7%	14%	7%	29	11	38%
Reading	4	Wilson	At-Risk	48	11	23%	30%	7%	85	40	47%
Reading	4	Wilson	SPED	11	2	18%	25%	7%	12	2	17%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 Meets CIP Targets

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Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	5	Wilson	All	114	58	51%	58%	7%	125	81	65%
Reading	5	Wilson	Hispanic	60	34	57%	64%	7%	56	35	63%
Reading	5	Wilson	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Wilson	Asian	13	6	46%	53%	7%	19	13	68%
Reading	5	Wilson	African Am.	18	4	22%	29%	7%	21	11	52%
Reading	5	Wilson	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Wilson	White	19	11	58%	62%	4%	22	17	77%
Reading	5	Wilson	Two or More	*	*	*	*	*	5	4	80%
Reading	5	Wilson	Eco. Dis.	72	34	47%	54%	7%	80	47	59%
Reading	5	Wilson	LEP Current	17	3	18%	25%	7%	35	16	46%
Reading	5	Wilson	At-Risk	70	32	46%	53%	7%	99	59	60%
Reading	5	Wilson	SPED	16	3	19%	26%	7%	13	4	31%
Science	5	Wilson	All	115	35	30%	37%	7%	125	43	34%
Science	5	Wilson	Hispanic	61	20	33%	40%	7%	56	18	32%
Science	5	Wilson	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Wilson	Asian	13	6	46%	53%	7%	19	10	53%
Science	5	Wilson	African Am.	18	3	17%	24%	7%	21	5	24%
Science	5	Wilson	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Wilson	White	20	5	25%	32%	7%	22	9	41%
Science	5	Wilson	Two or More	*	*	*	*	*	5	1	20%
Science	5	Wilson	Eco. Dis.	73	17	23%	30%	7%	80	25	31%
Science	5	Wilson	LEP Current	18	1	6%	13%	7%	35	8	23%
Science	5	Wilson	At-Risk	72	19	26%	33%	7%	99	27	27%
Science	5	Wilson	SPED	18	1	6%	13%	7%	13	4	31%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 Masters CIP Targets

The targets listed below meet minimum expectations.
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Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Math	3	Wilson	All	122	11	9%	16%	7%	127	17	13%
Math	3	Wilson	Hispanic	55	5	9%	16%	7%	51	2	4%
Math	3	Wilson	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Wilson	Asian	22	5	23%	30%	7%	19	4	21%
Math	3	Wilson	African Am.	22	1	5%	12%	7%	21	5	24%
Math	3	Wilson	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Wilson	White	19	0	0%	7%	7%	30	5	17%
Math	3	Wilson	Two or More	*	*	*	*	*	5	1	20%
Math	3	Wilson	Eco. Dis.	73	5	7%	14%	7%	88	11	13%
Math	3	Wilson	LEP Current	23	0	0%	7%	7%	10	0	0%
Math	3	Wilson	At-Risk	68	4	6%	13%	7%	85	9	11%
Math	3	Wilson	SPED	12	0	0%	1%	1%	15	1	7%
Math	4	Wilson	All	117	13	11%	18%	7%	125	17	14%
Math	4	Wilson	Hispanic	53	4	8%	15%	7%	62	4	6%
Math	4	Wilson	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Wilson	Asian	17	3	18%	25%	7%	17	6	35%
Math	4	Wilson	African Am.	19	0	0%	7%	7%	26	3	12%
Math	4	Wilson	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Wilson	White	21	4	19%	26%	7%	15	3	20%
Math	4	Wilson	Two or More	5	2	40%	47%	7%	*	*	*
Math	4	Wilson	Eco. Dis.	71	5	7%	14%	7%	88	10	11%
Math	4	Wilson	LEP Current	30	1	3%	10%	7%	29	1	3%
Math	4	Wilson	At-Risk	50	3	6%	13%	7%	85	9	11%
Math	4	Wilson	SPED	12	1	8%	15%	7%	12	0	0%
Math	5	Wilson	All	116	32	28%	35%	7%	125	21	17%
Math	5	Wilson	Hispanic	62	22	35%	42%	7%	56	7	13%
Math	5	Wilson	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Wilson	Asian	13	4	31%	38%	7%	19	6	32%
Math	5	Wilson	African Am.	18	1	6%	13%	7%	21	3	14%
Math	5	Wilson	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Wilson	White	19	5	26%	33%	7%	22	4	18%
Math	5	Wilson	Two or More	*	*	*	*	*	5	1	20%
Math	5	Wilson	Eco. Dis.	74	18	24%	31%	7%	80	12	15%
Math	5	Wilson	LEP Current	17	3	18%	25%	7%	35	2	6%
Math	5	Wilson	At-Risk	70	19	27%	34%	7%	99	12	12%
Math	5	Wilson	SPED	16	2	13%	20%	7%	13	0	0%

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2021-22 Masters CIP Targets

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Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	3	Wilson	All	121	28	23%	30%	7%	127	46	36%
Reading	3	Wilson	Hispanic	54	15	28%	35%	7%	51	16	31%
Reading	3	Wilson	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Wilson	Asian	22	6	27%	34%	7%	19	6	32%
Reading	3	Wilson	African Am.	22	3	14%	21%	7%	21	7	33%
Reading	3	Wilson	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Wilson	White	19	3	16%	23%	7%	30	14	47%
Reading	3	Wilson	Two or More	*	*	*	*	*	5	3	60%
Reading	3	Wilson	Eco. Dis.	72	11	15%	22%	7%	88	28	32%
Reading	3	Wilson	LEP Current	22	5	23%	30%	7%	10	2	20%
Reading	3	Wilson	At-Risk	67	11	16%	23%	7%	85	27	32%
Reading	3	Wilson	SPED	12	1	8%	15%	7%	15	1	7%
Reading	4	Wilson	All	115	20	17%	24%	7%	125	41	33%
Reading	4	Wilson	Hispanic	51	6	12%	19%	7%	62	23	37%
Reading	4	Wilson	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Wilson	Asian	17	3	18%	25%	7%	17	5	29%
Reading	4	Wilson	African Am.	19	1	5%	12%	7%	26	7	27%
Reading	4	Wilson	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Wilson	White	21	9	43%	50%	7%	15	5	33%
Reading	4	Wilson	Two or More	5	1	20%	27%	7%	*	*	*
Reading	4	Wilson	Eco. Dis.	69	6	9%	16%	7%	88	27	31%
Reading	4	Wilson	LEP Current	29	0	0%	5%	5%	29	9	31%
Reading	4	Wilson	At-Risk	48	3	6%	13%	7%	85	25	29%
Reading	4	Wilson	SPED	11	2	18%	25%	7%	12	0	0%
Reading	5	Wilson	All	114	34	30%	37%	7%	125	54	43%
Reading	5	Wilson	Hispanic	60	20	33%	40%	7%	56	23	41%
Reading	5	Wilson	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Wilson	Asian	13	5	38%	45%	7%	19	9	47%
Reading	5	Wilson	African Am.	18	2	11%	18%	7%	21	6	29%
Reading	5	Wilson	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Wilson	White	19	5	26%	33%	7%	22	13	59%
Reading	5	Wilson	Two or More	*	*	*	*	*	5	3	60%
Reading	5	Wilson	Eco. Dis.	72	19	26%	33%	7%	80	28	35%
Reading	5	Wilson	LEP Current	17	1	6%	13%	7%	35	11	31%
Reading	5	Wilson	At-Risk	70	17	24%	31%	7%	99	35	35%
Reading	5	Wilson	SPED	16	1	6%	13%	7%	13	3	23%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 Masters CIP Targets

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Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Science	5	Wilson	All	115	12	10%	17%	7%	125	19	15%
Science	5	Wilson	Hispanic	61	7	11%	18%	7%	56	6	11%
Science	5	Wilson	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Wilson	Asian	13	0	0%	7%	7%	19	4	21%
Science	5	Wilson	African Am.	18	1	6%	13%	7%	21	2	10%
Science	5	Wilson	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Wilson	White	20	4	20%	27%	7%	22	7	32%
Science	5	Wilson	Two or More	*	*	*	*	*	5	0	0%
Science	5	Wilson	Eco. Dis.	73	7	10%	17%	7%	80	9	11%
Science	5	Wilson	LEP Current	18	0	0%	7%	7%	35	2	6%
Science	5	Wilson	At-Risk	72	5	7%	14%	7%	99	10	10%
Science	5	Wilson	SPED	18	0	0%	7%	7%	13	1	8%

Wilson

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 40% to 50% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
40%	42%	44%	47%	50%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		33%							34%		36%	43%	
2022	NA	35%	NA	NA	NA	NA	NA	NA	36%	NA	38%	45%	NA
2023	NA	37%	NA	NA	NA	NA	NA	NA	38%	NA	40%	47%	NA
2024	NA	40%	NA	NA	NA	NA	NA	NA	41%	NA	43%	50%	NA
2025	NA	43%	NA	NA	NA	NA	NA	NA	44%	NA	46%	53%	NA

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 38% to 48% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
38%	40%	42%	45%	48%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		31%							32%		34%	38%	
2022	NA	33%	NA	NA	NA	NA	NA	NA	34%	NA	36%	40%	NA
2023	NA	35%	NA	NA	NA	NA	NA	NA	36%	NA	38%	42%	NA
2024	NA	38%	NA	NA	NA	NA	NA	NA	39%	NA	41%	45%	NA
2025	NA	41%	NA	NA	NA	NA	NA	NA	42%	NA	44%	48%	NA

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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.