Cypress-Fairbanks Independent School District

Woodard Elementary School

2022-2023

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Mission Statement

In partnership with families and the community, Woodard staff members establish high academic standards and behavioral expectations for all students. Woodard is committed to treating all students as individuals by building their self-esteem, enhancing their creativity, and encouraging them to make healthy lifestyle choices. We provide a safe, nurturing, motivating, and disciplined environment where students become lifelong learners impacting their families, communities, country, and world in a productive and positive way.

Vision

ALL ONE FAMILY - ALL IN FOR STUDENTS

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 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: Woodard Elementary Full Staff CPOC/Vertical Team met on April 12th, 2022 to review preliminary data and set the preliminary Title I budget for 2022-2023. On August 16th, 2022 during our campus PD week, we reviewed the previous year's CIP and assessment data to do a root cause analysis and identified our goals and strategies. We analyzed many forms of data and feedback. After review of our progress and challenges, we met again as a team on September 13th, 2022 to determine the most effective strategies we needed to implement in order to meet the needs of Woodard students.

In summary, the comprehensive needs assessment denotes the following: Once completing the comprehensive needs assessment we determined that we needed to continue to focus on providing learning opportunities for our students that focus on building relationships, learning opportunities that require daily academic conversations and small group instruction, utilizing explicit word and phonics instruction for both reading/writing development, daily writing across the curriculum, purposeful planning for vocabulary instruction in all areas, and utilizing a variety of technology platforms to analyze data and provide specific targeted instruction for our students. Through partnership with our staff, families and community, our goal is to close the gaps for our students as we meet the individual needs of our Woodard students.

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: 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. 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) team met on April 12th, 2022, from 7:30-8:25 am at Woodard Elementary Library to review the 2021-2022 campus improvement plan along with available data to support the development of the preliminary Title I budget and support the preliminary work on the CIP for 2022-2023. 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 meeting, the CPOC team discussed relevant data and utilized a root cause analysis approach to determine whether targets for improvement had been met. From these data, the preliminary Title I budget needs were presented and reviewed for effectiveness and the preliminary CIP strategies were presented and reviewed for effectiveness.

Based on feedback by the committee, it was determined that additional support was needed for continuous improvement in ELAR with the use of interventionists and paraprofessionals trained in LLI support/interventions for students. The growth we achieved in this area was a direct result of this approach during 2021-2022, thus we needed to continue to provide personnel, LLI kits, and training to maintain this growth in 2022-2023. State comp ed funds would be utilized to provide math interventionists in grades 2-5 as we fell short of our targets in 5th grade and needed to maintain the results in 3rd and 4th grade math for 2022-2023. The following priorities emerged from our discussion to include:

- **Goal 1 RLA**: We commit to supporting struggling readers (African American, EB, White, Asian, Hispanic and SpEd) in direct, systematic and explicit instruction. We also will be utilizing daily academic conversation and reading small group instruction in reading to increase student growth.
- **Global 2: Math**: We commit to plan purposefully for interactive vocabulary and real-world problem solving instruction to support (African American, White, Asian, EB, SpEd, Females & At-risk) students utilizing techniques such as: vocabulary instruction, structured student discourse, vertically aligned instructional techniques, proactive analyzing of content vocabulary lessons and student worded problems to recognize and plan for misconceptions, identifying need for non-academic vocabulary instruction and interactive word walls. We will incorporate writing using content vocabulary into oral and written response and include the use of formative feedback during the instructional cycle.

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, the front office, and one apartment complex that feeds into Woodard Elementary (Waterford Apartments).

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 April and 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: In grades 3-5, 83% of our students passed reading increasing 5% from 21-22, 65% were at meets grade level passing standard increasing 15% from 21-22, and 39% of our students mastered grade level standards increasing 11% from 21-22 school year.

Our students in 4th grade reading had 22% limited growth, 36% expected growth, and 31% accelerated growth.

Our students in 5th grade reading had 9% limited growth, 29% expected growth, and 55% accelerated growth.

Math: In grades 3-5, 83% of our students approached math grade level standards increasing 7% from 21-22, 53% were meets grade level passing standard increasing 9% from 21-22, and 26% of our students mastered grade level standards increasing 3% from 21-22 school year.

Our 4th grade students had 32% limited growth, 36% expected growth, and 22% accelerated growth.

Our 5th grade students had 12% limited growth, 21% expected growth, and 60% accelerated growth.

Science: Our 5th grade students in science had 76% passing, 45% of students meeting grade level standards & 21% mastering grade level standards.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Math: Our Math performance by Asian, White, African American, EB, and SpEd students needs improvement in comparison to other subgroups. **Root Cause:** Math: We need to prepare, plan, and think critically to be proactive in teaching interactive vocabulary skills, utilizing mathematical conversations and real-world problem solving.

Problem Statement 2: Our Reading performance by sup pops (African American, EB, White, Asian, Hispanic, and SpEd) students needs improvement in comparison to other subgroups. **Root Cause:** Root Cause: We need to purposefully plan systematic and explicit instruction, academic conversation and practice purposeful small group with our (African American, EB, White, Asian Hispanic and SpEd) students specifically in mind.

Problem Statement 3: Science: Our Science performance by African American, White, Asian, EB, and SpEd students' needs improvement in comparison to other subgroups. **Root Cause:** Science: We need to purposefully plan interactive vocabulary activities, real-world/relevant experiences in science, and discuss the impact of them in the classroom using academic conversation.

Problem Statement 4: Students are beginning the 2022-2023 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and continuation throughout the 2020-2021 & 2021-2022 school year, as well as 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

Woodard is an "ALL IN" Campus that shares these beliefs as follows:

1. Decisions should be based on our mission and goals, accurate and reliable data, anchored in sound theory and practice & focused on short-term as well as long-term benefit of all students.

2. Decisions should be made at the appropriate level (as close to the level of implementation as possible), and decided upon based on the competency and commitment levels of those involved to determine where decisions are made.

3. Our behavior should promote and encourage empowerment throughout the school and indicate the level of decision-making we are capable of doing.

4. We have an obligation to establish and maintain cohesive, interdependent teams that maintain a high commitment to the school's mission and goals.

5. Our behavior should promote professional autonomy and growth from independence to interdependence for individuals and team throughout the school.

6. We have an obligation to build in quality control and quality assurance strategies throughout the school as well as building in feedback opportunities to assist leaders in aligning the mission, strategies, structures, and systems to ensure quality control exists throughout the school.

As a result of adopting this philosophy, our campus is a collegial (genuine care, concern and respect for one another) and collaborative (proactive in student data analysis and using a team approach to solve problems) environment that supports one another on a personal as well as professional level to the overall benefit of the children that attend school here. We believe all staff members have the ability and obligation to lead from wherever they are in this organization to ensure the students get the best everyone has to offer.

School Culture and Climate Strengths

The following strengths were identified in regard to School Culture and Climate:

1. 99% believe opportunities exist for staff to think for themselves.

2. 99% believe opportunities for professional growth exist for all staff members.

3. 99% believe work they are asked to do relates directly to their job responsibility.

4. 99% believe information is available for staff to do an effective job.

5. 99% believe they have opportunities to provide input for decisions.

6. 99% believe procedures have been implemented to keep them safe at work.

7. 99% believe that quality work is expected of them.

8. 99% believe that collaboration is both encouraged and practiced.

9. 99% believe there are opportunities to discuss their concerns with administrators.

10. 98% believe various forms of feedback are provided to help them improve their performance.

11. 98% believe that information related to their job is accessible.

12. 98% believe that staff recognition is built into the school culture.

13. 99% believe they are clear about their job responsibilities.

14. 97% believe that quality work is expected of all students.

15. 97% believe that all decisions are data-driven.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: At Woodard, we can continue to improve on formative feedback among staff regarding discipline and instruction.   **Root Cause:** School Culture and Climate: Clarification of roles and expectations is needed.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified:

1. This is a Positive Behavioral Interventions & Supports (PBIS) campus where expectations for student and staff interactions, support and collaboration are clearly defined, modeled and reinforced. As a result of the implementation of PBIS, we have a shared and common language regarding those expectations across the campus that are posted and referred to often, allowing us to continue with the PBIS Level II System for the seventh year in a row.

2. This campus is a desirable location to work because of the reputation of being "ALL IN" with teamwork and collaboration at all levels. Our staff believes there is a simple process to seek assistance, regardless of the area or type of support needed. The vast majority of staff had less than ten absences with the most common reason for absences being the birth of babies, death in immediate family, jury duty, and personal/family illness.

3. This campus is a desirable location for students because the overall "ALL IN" environment means that the staff has a "no excuses" approach to reaching children on a social, emotional, behavioral and academic approach that translates to their individual success. Our student data shows 97.2% (2015-2016), 97.4% (2016-2017), 96.7% (2017-2018 during Hurricane Harvey), 96.9% (2018-2019), 97.7% (2019-2020) & 97.1% (2020-2021 during the global pandemic) & 95.19% (2021-2022 one of the highest in CFISD during the second year of the global pandemic) attendance respectively. It is stable overall as we continue to engage our students with numerous co-curricular and extra-curricular clubs and organizations to create well-rounded students.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: At Woodard, we can continue to improve on individual staff recognition. **Root Cause:** Teacher/Paraprofessional Attendance: At Woodard, some staff members need to be given feedback and/or recognized in various ways.

Parent and Community Engagement

Parent and Community Engagement Summary

Woodard is a campus that has superior parent involvement. We provide a wide array of experiences for children and parents to attend to further develop the home and school partnership as an integral part of our campus mission.

Parent and Community Engagement Strengths

1. Communication with parents and community is at the exemplary level through the campus web page, Monthly Campus Newsletter, School Messenger, R101, Class Dojo, Twitter, Instagram, Campus FB page, Grade Level Weekly Newsletters, and the PTO FB page. We consistently demonstrate what we mean by being an "ALL IN" culture for students.

2. Parent involvement is at the exemplary level at events and activities such as Wolfpack Dance Team 3rd-5th, Woodard Pup Squad for PK, Woodard Pom Squad Dance Team K-2nd, Woodard Honor Choir/Drumline 4th-5th, Destination Imagination 3rd-5th, Volleyball Team 4th-5th, Wolves on the Run Superintendent Fun Run 1st-5th, Girls Eliminating Modern Stereotype (G.E.M.S.) 4th-5th, Art Team 5th , Science Team 3rd-5th,Technology Team 3rd-5th, Yearbook Team 4th-5th, Young Men of Distinction 3rd-4th-5th, 5th Grade Student Leadership/Community Service, Name that Book, Spelling Bee, Parent Readers, Library and PE/Art/Music Volunteers, Watch D.O.G. Dads, Field Day, Grade Level Musicals, Family Night at the Book Fair, Fall/Spring Curriculum Nights, Family Reading Night, Math Family Game Night, McTeacher Night, Willie's Back-to-School and Spirit Nights, Texas Roadhouse Night, Fajita Pete's Night, Dog Haus Night, and the support of our Woodard PTO.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: At Woodard, we have a constant influx of families who need to be acclimated to the "ALL IN" climate and culture.
Root Cause: Parent and Community Engagement: Woodard needs to continue to meet the needs of new students living in houses in our zone and students moving in from multiple other campuses within and outside of our district/state/country.

School Context and Organization

School Context and Organization Strengths

Woodard is a campus that fully utilizes every staff member as a vital member of the CPOC Committee. During our CPOC meetings, we analyze data in vertical content teams PK-5, and we invite our community reps/business partners/parents/district reps to the table with us. By continuing the use of Zoom meetings, we were able to have people join meetings in a flexible format that supports their participation while being convenient for them as well.

We utilize this PLC/CPOC/Vertical Team format to drive professional development learning and growth and create a culture of collaboration across teams that allows for teacher leaders to flourish when leading their peers. As a result of this approach, our whole staff understands the mission and goals of the organization and can articulate and support what we are doing to reach our students. This "ALL IN" approach fosters teamwork across the grade level and campus throughout the year to support all students in an environment of professional collaboration where we can harness the talents of everyone to support the children.

Technology

Technology Strengths

All of our students have access to 1:1 devices provided by CFISD. This was implemented during the 2020-2021 school year and continues to be rolled out this year. As a result, we are able to use blended learning lessons and our students can access a variety of online programs that are utilized at school and at home. This helps build a common, shared language that strengthens the home-school partnership.

Goals

Goal 1: 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.

HB3 Goal

Evaluation Data Sources: STAAR Reading, Math and Science results

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We must continue to focus on our meets and masters level performance.

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: We commit to supporting struggling readers (African American, EB, White, Asian, Hispanic and SpEd) in direct, systematic and explicit instruction. Utilizing daily academic conversation and small group instruction in reading to increase student growth.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Student Data: The percentage of students reaching "growth" standard will increase. Planning: Each week, a portion of content planning will be devoted to academic conversation and small group discussions. Walkthroughs: P/APs will look for evidence of planned, daily small group and academic conversation with students. **Staff Responsible for Monitoring:** Principal, APs, ISs, Instructional Teaching Staff, Testing Coordinator and paraprofessionals	**Nov**	**Feb**	**May**
	90%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Reading: We commit to supporting all students in developing a love of reading by having a variety of juvenile level texts to choose from in our library checkout system.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Student Data: The percentage of students reaching "growth" standard will increase. Planning: Each week, a portion of content planning will be devoted to academic conversation and small group discussions. Walkthroughs: P/APs will look for evidence of planned, daily small group and academic conversation with students. **Staff Responsible for Monitoring:** Principal, APs, ISs, Librarian, Instructional Teaching Staff, Testing Coordinator, and paraprofessionals	100%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Math: We commit to plan purposefully for interactive vocabulary and real-world problem solving instruction to support (African American, White, Asian, EB, SpEd, Females & At-risk) students utilizing techniques such as: Vocabulary instruction, structured student discourse, vertically aligned instructional techniques, proactive analyzing of content vocabulary lessons and student worded problems to recognize and plan for misconceptions, identifying need for non-academic vocabulary instruction and interactive word walls. We will incorporate writing using content vocabulary into oral and written response and include the use of formative feedback during the instructional cycle.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Strategy's Expected Result/Impact Meet or exceed the targets on the attached CIP target tables. Student Data: The percentage of students reaching "approaches grade level standard" will increase. We will focus on our Asian group of students to meet the target. Planning: Each week, a portion of content planning will be used for vocabulary instruction discussions, incorporating sentence stems to enhance discourse and hands-on instruction. Walkthroughs: P/APs will look for evidence of purposeful vocabulary instructional techniques in the classroom. **Staff Responsible for Monitoring:** Principal, APs, ISs, Instructional Teaching Staff, Testing Coordinator, and paraprofessionals	70%	100%	100%

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Science: We commit to plan for purposeful interactive vocabulary instruction and real-world/relevant experiences to support (African American, White, Asian, EB, Females and SpEd) students, including techniques such as: Vocabulary instruction, vertically aligned instructional techniques, proactive analyzing of content vocabulary, lessons to recognize and plan for misconceptions, identifying need for non-academic vocabulary instruction, and interactive word walls as well as including the use of formative feedback during the instructional cycle.	**Formative**		
	Nov	**Feb**	**May**
	85%	100%	100%

Strategy's Expected Result/Impact: Strategy's Expected Result/Impact
Meet or exceed the targets on the attached CIP target tables.

Student Data: The percentage of students reaching "approaches grade level standard" will increase.

Planning: Each week, a portion of content planning will be used for vocabulary instruction discussions and hands-on labs.

Walkthroughs: P/APs will look for evidence of purposeful vocabulary instructional techniques in the classroom.
Staff Responsible for Monitoring: Principal, APs, ISs, Instructional Teaching Staff, Testing Coordinator, and paraprofessionals

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	80%	90%	100%

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with pre-planned lessons at least 25 minutes (K-1) & 30 minutes (2nd-5th) of targeted instruction each day that includes: guided reading lessons, phonemic awareness, content vocabulary activities, fact fluency, number sense activities focusing on previous year TEKS and campus data utilizing available staff and technology applications (Achieve 3000, Amira, ST Math, DreamBox Math, etc).	**Formative**		
	Nov	**Feb**	**May**
	100%	100%	100%

Strategy's Expected Result/Impact: Strategy's Expected Result/Impact
Meet or exceed the targets on the attached CIP target tables.

Student Data: The percentage of students reaching "approaches grade level standard" will increase.

Planning: Each week, a portion of content planning will be used for determining activities to be used during Closing The Gap (CTG).

Walkthroughs: P/APs will look for evidence of purposeful data-driven use of CTG time.
Staff Responsible for Monitoring: Principal, APs, ISs, Instructional Teaching Staff and paraprofessionals

Strategy 7 Details	Formative Reviews

	Formative

Strategy 7: 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: Pup Squad Dance for PK, Pom Squad K-2nd grade, Woodard Dance Team for 3rd-5th grade, Art Team for 5th grade, Yearbook Team for 5th grade, Honor Choir & Drumline for 4th-5th grade, Wolves on the Run Team 1st-5th grade, Volleyball Team for 4th-5th, Science Team for 3rd, 4th & 5th grade, Young Men of Distinction for 3rd-5th grade, Girls Eliminating Modern Stereotypes (G.E.M.S.) for 4th & 5th grade, Technology Team for 3rd-5th grade, and Destination Imagination for 3rd-5th grade. We also participate in the Technology Showcase, DaVinci Day and Cy-Woods Vertical Showcase for Gifted & Talented students in 1st-5th grade, District Choral Festival for 5th grade, Name that Book Contest for 3rd-5th grade, & Spelling Bee for 3rd-5th grade.

Nov	Feb	May
75%	100%	100%

    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.

    Staff Responsible for Monitoring: Principal/AP/IS

Strategy 8 Details	Formative Reviews

	Formative

Strategy 8: At-risk, (African American, SPED, EB) 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.

Nov	Feb	May
80%	100%	100%

    Strategy's Expected Result/Impact: Close the achievement gap for African American, EB and SpEd student groups to meet or exceed the campus improvement targets.

1. Salaries:
*The ELAR interventionist will assist in ensuring the academic needs of our students are met.
*The four para educators will assist students in K-5th through small group interventions to assist in meeting or exceeding targets attached CIP target table.

2 . Professional Development -The leadership team, teaching staff, and para-professionals will attend various professional developments to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.

3. Instructional Supplies: *Student instructional supplies will be used to assist in the delivery of instruction, identify additional targeted math lessons using DreamBox software and support the use of formative assessments and improve the home-school connection of reading at home with parents, LLI Kits and include PAFE supplies to support children at home.

4. Library Books: * Library Books - Additional books will be purchased to diversify the book collection to pique the interest of our students in support of a love of reading.

5. Student, PAFE snacks and supplies will be used to support before/after school events such as Curriculum Night for Reading and Math hands-on activities to model strategies for parents to use at home to support their children.

6. PAFE Video Services on escaping survival more, integrating self-care into wellness and looking holistically at student growth as it relates to achievement.

    Staff Responsible for Monitoring: Principal, APs, Instructional Specialist, Librarian, Testing Coordinator

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: 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

    Next Year's Recommendation: We spent the funds as designated to improve ELAR performance.

Strategy 1 Details	Formative Reviews		
Strategy 1: Summer Learning/Enrichment: Welcome Back Camp	**Formative**		
Strategy's Expected Result/Impact: Students attending the 2022-2023 Welcome Back Camp will have 98%+ attendance at the end of the 1st nine weeks grading period. In addition, students attending the 2022-2023 Welcome Back Camp will have no more than 1 discipline notice and 0 office referrals for the 1st nine weeks. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Extended Instructional Time: Provide extended instructional time to close the gaps created by COVID-19.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on attached data tables **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	75%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Staffing: Core content area interventionist (reading)	**Formative**		
Strategy's Expected Result/Impact: By the end of the 2022-2023 school year, students in the target group will make 1 year of growth (3rd-5th) in reading and 90%+ will reach approaches level (or beyond) on STAAR. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	100%	100%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Professional Development: We will look at the book study called 6 Ways to Merge Balanced Literacy Approach with the Science of Reading.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: By the end of the 2022-2023 school year, students in the target group will make 1 year of growth (3rd-5th) in reading and 90%+ will pass at the approaches or beyond level on STAAR (3rd-5th) **Staff Responsible for Monitoring:** Principal	100%	100%	100%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 1: 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: Met Objective

Next Year's Recommendation: We must continue to focus on our meets and masters level performance and identifying our at-risk students.

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education (SCE): Provide supplementary support to students identified as at-risk.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	100%	100%	100%
0% No Progress　　　100% Accomplished　　→ Continue/Modify　　✕ Discontinue			

Goal 2: 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

    Next Year's Recommendation: We implemented all the safety and security policies.

Strategy 1 Details	Formative Reviews		
Strategy 1: The Safety Task Force Rep at each grade level will continue to monitor/revise the EOP by meeting regularly with the APs, ensure drills are executed with fidelity, and tabletop scenarios are practiced on a regular basis with a campus shared language of the Standard Safety Protocols. Health & Safety Procedures have been added across the campus.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Improved Standard Safety Protocol of Shared Language in Response to an Emergency or Crisis **Staff Responsible for Monitoring:** None	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** None	75%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 2: 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: Exceeded Objective

    Next Year's Recommendation: We offer numerous extracurricular activities and celebrations to engage our students, 95.19% was one of the highest in CFISD.

Strategy 1 Details	Formative Reviews		
Strategy 1: Student Attendance: Students will be acknowledged for perfect attendance and exemplary attendance each 9-weeks through certificates and an end-of-year awards ceremony.	Formative		
Strategy's Expected Result/Impact: Student attendance will remain at 98+%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Homeroom Teachers & Registrar/Attendance Secretary	Nov	Feb	May
	100%	80%	100%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 2: 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 5%.

    Evaluation Data Sources: Discipline reports

    Summative Evaluation: Exceeded Objective

    Next Year's Recommendation: We will continue the restorative practices with support from the .5 BI to help coach teachers and work with students.

Strategy 1 Details	Formative Reviews		
Strategy 1: Restorative Discipline: Staff members will co-regulate with students in crisis to support their resilience and coping strategies prior to writing a discipline referral using strategies learning via our STAAR COMMONWEALTH training, PBIS strategies and Student Services Training for BIs/APs.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Discipline referrals will be decreased by 25%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and Behavior Interventionists	75%	80%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: In School Suspensions will be reduced as staff members will co-regulate with students in crisis to support their resilience and coping strategies prior to writing a discipline referral using strategies learning via our STAAR COMMONWEALTH training, PBIS strategies and Student Services Training for BIs/APs.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 10%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionists & AP Secretary	85%	85%	95%

Strategy 3 Details	Formative Reviews		
Strategy 3: Out of School Suspensions will remain at 0% as staff members will co-regulate with students in crisis to support their resilience and coping strategies prior to writing a discipline referral using strategies learning via our STAAR COMMONWEALTH training, PBIS strategies and Student Services Training for BIs/APs.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Out of school suspensions will continue to be 0%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionists and AP Secretary	100%	100%	95%

Strategy 4 Details	Formative Reviews		
Strategy 4: Special Opportunity School (SOS) Placements will remain at 0% as staff members will co-regulate with students in crisis to support their resilience and coping strategies prior to writing a discipline referral using strategies learning via our STAAR COMMONWEALTH training, PBIS strategies and Student Services Training for BIs/APs.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionists and AP Secretary	100%	100%	95%

Strategy 5 Details	Formative Reviews		
Strategy 5: Violence Prevention will remain at 0% of violent incidents as staff members will co-regulate with students in crisis to support their resilience and coping strategies prior to writing a discipline referral using strategies learning via our STAAR COMMONWEALTH training, PBIS strategies and Student Services Training for BIs/APs.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionists and AP Secretary	85%	85%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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 by 1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective

Next Year's Recommendation: The 2nd year of the pandemic continued to pose challenges on teacher attendance rates, so we need to continue to implement a safe and healthy work environment.

Strategy 1 Details	Formative Reviews		

Strategy 1: Teacher/Paraprofessional Attendance: We will provide incentives each 9-weeks based on attendance to include things such as certificates, public acknowledgements and pre-packaged snacks for those that meet the target attendance each 9-weeks
    Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.
    Staff Responsible for Monitoring: None
	Formative		

	Nov	**Feb**	**May**
	50%	75%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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 of our student's academic, behavioral and social-emotional needs.

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

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Our EPS indicated 99% of our staff was engaged in PD that was relevant to their job role.

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Our whole campus CTE was on TEA's Science of Teaching Reading & Shifting the Balance Book Study	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The result of this learning is to have a mental framework as to where our students are coming from and appropriately manage their literacy development as part of the foundation of reading and writing. **Staff Responsible for Monitoring:** Principal, APs, & ELAR Vertical Team	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: High-Quality Professional Development: Our whole campus will complete the Teaching Kids to Thrive book study using the free online resources via ASCD to address the behavioral and social-emotional needs of our students.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: The result of this learning is to have a mental framework as to where our students are coming from emotionally as part of the social skills foundation needed to address academic growth. **Staff Responsible for Monitoring:** Principal, APs, & Teaching Staff	100%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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 be maintained.

Evaluation Data Sources: Parent participation at campus/off-campus events, parent communication with the campus staff, and parent support/participation for meetings in person and on Zoom.

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Lifting COVID restrictions for visitors enabled us to return back to pre-COVID attendance by parents.

Strategy 1 Details	Formative Reviews		
Strategy 1: The staff will host a Fall 2022 & Spring 2023 Curriculum Night for parents with students in grades PK-5. This will be offered face-to-face and sent out afterwards via recorded Zoom sessions to support working parents.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Parents will be active participants in their child's education if they understand the curriculum, instruction and assessment needs at each grade level. **Staff Responsible for Monitoring:** Principal/APs/ISs/Grade Level Teachers	85%	100%	100%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

2022-2023 CPOC

Committee Role	Name	Position
Principal	Susan Brenz	Principal
Classroom Teacher	Charlie Olsen	Teacher #1
Classroom Teacher	Shelly Kessler	Teacher #2
Classroom Teacher	Kylie Suddendorf	Teacher #3
Classroom Teacher	Kelly Robinson	Teacher #4
Classroom Teacher	Britt Davis	Teacher #5
Classroom Teacher	Ashley Lemke	Teacher #6
Classroom Teacher	Bailey Lindley	Teacher #7
Classroom Teacher	Casey Henderson	Teacher #8
Non-classroom Professional	Kathryn Grahmann	Other School Leader #1
Non-classroom Professional	Tyler Hart	Other School Leader #2
Non-classroom Professional	LaShawnda Harris	Other School Leader #3
Non-classroom Professional	Reuberta Bitz	Other School Leader #4
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Michelle Truitt	Administrator (LEA) #2
Parent	Emma Karko	Parent #1
Parent	Alicia Castaneda	parent #2
Community Representative	Alex Soler	Community Resident #1
Community Representative	Jennifer Al-Sulais	Community Resident #2
Business Representative	Master Anh	Business Representative #1
Business Representative	Alane Avila	Business Representative #2
Paraprofessional	Laurie Nichols	Paraprofessional #1
Paraprofessional	Crystal Cisneros	Paraprofessional #2

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 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Math	3	Woodard	All	176	159	90%	95%	85%	117	66%	71%	58%	56	32%	37%	26%
Math	3	Woodard	Hispanic	65	59	91%	96%	79%	44	68%	73%	59%	18	28%	33%	20%
Math	3	Woodard	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Woodard	Asian	32	31	97%	100%	100%	27	84%	89%	83%	14	44%	49%	48%
Math	3	Woodard	African Am.	30	26	87%	92%	82%	15	50%	55%	35%	8	27%	32%	*
Math	3	Woodard	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Woodard	White	43	37	86%	91%	88%	26	60%	65%	63%	13	30%	35%	35%
Math	3	Woodard	Two or More	6	6	100%	100%	*	5	83%	88%	*	3	50%	55%	*
Math	3	Woodard	Eco. Dis.	102	89	87%	92%	81%	60	59%	64%	51%	28	27%	32%	23%
Math	3	Woodard	Emergent Bilingual	14	12	86%	91%	76%	8	57%	62%	53%	2	14%	19%	35%
Math	3	Woodard	At-Risk	93	78	84%	89%	75%	55	59%	64%	50%	22	24%	29%	25%
Math	3	Woodard	SPED	15	9	60%	65%	47%	3	20%	25%	*	1	7%	12%	*
Math	4	Woodard	All	178	145	81%	86%	83%	82	46%	51%	55%	48	27%	32%	22%
Math	4	Woodard	Hispanic	58	45	78%	83%	80%	16	28%	33%	49%	9	16%	21%	19%
Math	4	Woodard	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Woodard	Asian	32	30	94%	99%	93%	22	69%	74%	80%	15	47%	52%	33%
Math	4	Woodard	African Am.	40	26	65%	70%	86%	14	35%	40%	48%	6	15%	20%	24%
Math	4	Woodard	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Woodard	White	41	37	90%	95%	79%	25	61%	66%	47%	15	37%	42%	16%
Math	4	Woodard	Two or More	6	6	100%	100%	100%	5	83%	88%	100%	3	50%	55%	*
Math	4	Woodard	Eco. Dis.	103	78	76%	81%	75%	39	38%	43%	45%	18	17%	22%	16%
Math	4	Woodard	Emergent Bilingual	16	14	88%	93%	75%	6	38%	43%	50%	4	25%	30%	*
Math	4	Woodard	At-Risk	89	61	69%	74%	71%	29	33%	38%	44%	16	18%	23%	15%
Math	4	Woodard	SPED	17	7	41%	46%	56%	3	18%	23%	28%	0	0%	5%	*
Math	5	Woodard	All	200	160	80%	85%	88%	106	53%	58%	57%	51	26%	31%	22%
Math	5	Woodard	Hispanic	61	47	77%	82%	84%	24	39%	44%	46%	9	15%	20%	10%
Math	5	Woodard	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Woodard	Asian	43	42	98%	100%	94%	35	81%	86%	78%	21	49%	54%	42%
Math	5	Woodard	African Am.	40	23	58%	63%	82%	10	25%	30%	46%	2	5%	10%	18%
Math	5	Woodard	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Woodard	White	49	42	86%	91%	94%	32	65%	70%	72%	16	33%	38%	31%
Math	5	Woodard	Two or More	6	5	83%	88%	86%	4	67%	72%	*	3	50%	55%	*
Math	5	Woodard	Eco. Dis.	99	71	72%	77%	85%	41	41%	46%	48%	19	19%	24%	15%
Math	5	Woodard	Emergent Bilingual	26	23	88%	93%	92%	10	38%	43%	54%	5	19%	24%	*
Math	5	Woodard	At-Risk	140	103	74%	79%	81%	56	40%	45%	40%	22	16%	21%	13%
Math	5	Woodard	SPED	9	4	44%	49%	77%	0	0%	5%	36%	0	0%	5%	*
Reading	3	Woodard	All	176	160	91%	96%	90%	126	72%	77%	69%	79	45%	50%	36%
Reading	3	Woodard	Hispanic	65	59	91%	96%	93%	39	60%	65%	68%	23	35%	40%	32%
Reading	3	Woodard	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Woodard	Asian	32	30	94%	99%	97%	28	88%	93%	93%	18	56%	61%	59%
Reading	3	Woodard	African Am.	30	27	90%	95%	79%	23	77%	82%	50%	19	63%	68%	15%
Reading	3	Woodard	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*

Content	Gr.	Campus	Student Group	Tested 2022 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Reading	3	Woodard	White	43	38	88%	93%	93%	31	72%	77%	70%	15	35%	40%	40%
Reading	3	Woodard	Two or More	6	6	100%	100%	*	5	83%	88%	*	4	67%	72%	*
Reading	3	Woodard	Eco. Dis.	102	89	87%	92%	88%	65	64%	69%	62%	43	42%	47%	27%
Reading	3	Woodard	Emergent Bilingual	14	10	71%	76%	94%	5	36%	42%	59%	2	14%	19%	*
Reading	3	Woodard	At-Risk	93	78	84%	89%	85%	53	57%	62%	57%	29	31%	36%	22%
Reading	3	Woodard	SPED	15	7	47%	52%	80%	4	27%	32%	*	2	13%	18%	*
Reading	4	Woodard	All	178	153	86%	91%	86%	134	75%	80%	53%	72	40%	45%	28%
Reading	4	Woodard	Hispanic	58	53	91%	96%	84%	42	72%	77%	43%	18	31%	36%	24%
Reading	4	Woodard	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Woodard	Asian	32	27	84%	89%	97%	27	84%	89%	70%	19	59%	64%	27%
Reading	4	Woodard	African Am.	40	28	70%	75%	81%	23	58%	63%	57%	14	35%	40%	43%
Reading	4	Woodard	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Woodard	White	41	38	93%	98%	81%	35	85%	90%	53%	16	39%	44%	26%
Reading	4	Woodard	Two or More	6	6	100%	100%	100%	6	100%	100%	83%	4	67%	72%	*
Reading	4	Woodard	Eco. Dis.	103	83	81%	86%	79%	71	69%	74%	43%	33	32%	37%	24%
Reading	4	Woodard	Emergent Bilingual	16	12	75%	80%	81%	10	63%	68%	31%	5	31%	36%	*
Reading	4	Woodard	At-Risk	89	69	78%	83%	79%	56	63%	68%	38%	25	28%	33%	17%
Reading	4	Woodard	SPED	17	8	47%	52%	50%	5	29%	34%	*	3	18%	23%	*
Reading	5	Woodard	All	200	176	88%	93%	90%	125	63%	68%	67%	82	41%	46%	34%
Reading	5	Woodard	Hispanic	61	56	92%	97%	91%	35	57%	62%	60%	21	34%	39%	26%
Reading	5	Woodard	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Woodard	Asian	43	41	95%	100%	94%	37	86%	91%	72%	27	63%	68%	44%
Reading	5	Woodard	African Am.	40	29	73%	78%	82%	16	40%	45%	64%	7	18%	23%	18%
Reading	5	Woodard	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Woodard	White	49	45	92%	97%	94%	33	67%	72%	75%	24	49%	54%	53%
Reading	5	Woodard	Two or More	6	4	67%	72%	86%	4	67%	72%	86%	3	50%	55%	*
Reading	5	Woodard	Eco. Dis.	99	85	86%	91%	87%	52	53%	58%	61%	34	34%	39%	29%
Reading	5	Woodard	Emergent Bilingual	26	22	85%	90%	83%	12	46%	51%	54%	8	31%	36%	21%
Reading	5	Woodard	At-Risk	140	118	84%	89%	82%	73	52%	57%	50%	39	28%	33%	19%
Reading	5	Woodard	SPED	9	3	33%	38%	64%	1	11%	16%	*	1	11%	16%	*
Science	5	Woodard	All	200	151	76%	81%	81%	91	46%	51%	47%	42	21%	26%	23%
Science	5	Woodard	Hispanic	61	48	79%	84%	80%	28	46%	51%	33%	9	15%	20%	16%
Science	5	Woodard	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Woodard	Asian	43	39	91%	96%	86%	25	58%	63%	58%	14	33%	38%	39%
Science	5	Woodard	African Am.	40	17	43%	48%	68%	6	15%	20%	37%	3	8%	13%	13%
Science	5	Woodard	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Woodard	White	49	41	84%	89%	94%	29	59%	64%	69%	16	33%	38%	33%
Science	5	Woodard	Two or More	6	5	83%	88%	71%	3	50%	55%	*	0	0%	5%	*
Science	5	Woodard	Eco. Dis.	99	68	69%	74%	76%	32	32%	37%	38%	11	11%	16%	18%
Science	5	Woodard	Emergent Bilingual	26	21	81%	86%	75%	8	31%	36%	29%	4	15%	20%	*
Science	5	Woodard	At-Risk	140	95	68%	73%	67%	44	31%	36%	26%	12	9%	14%	11%
Science	5	Woodard	SPED	9	2	22%	27%	50%	1	11%	16%	41%	0	0%	5%	*

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

Early Childhood Literacy Board Outcome Goal

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

Reading	WOODARD		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
	All	Target and Actual Rate	57%	55%	59%	73%	61%	64%	67%
		Total Number Meets or Higher		84		125			
		Total Number Tested		152		172			
		Points away from or above target		-2		+14			
		Difference from Prior Year				+18			
		Growth from Prior Year				33%			
	African American	Target and Actual Rate	53%	50%	55%	76%	57%	60%	63%
		Total Number Meets or Higher		15		22			
		Total Number Tested		30		29			
		Points away from or above target		-3		+21			
		Difference from Prior Year				+26			
		Growth from Prior Year				52%			
	Hispanic	Target and Actual Rate	48%	42%	50%	63%	52%	55%	58%
		Total Number Meets or Higher		20		40			
		Total Number Tested		48		64			
		Points away from or above target		-6		+13			
		Difference from Prior Year				+21			
		Growth from Prior Year				50%			
	White	Target and Actual Rate	68%	68%	70%	73%	72%	75%	78%
		Total Number Meets or Higher		28		32			
		Total Number Tested		41		44			
		Points away from or above target		0		+3			
		Difference from Prior Year				+5			
		Growth from Prior Year				7%			
	Asian	Target and Actual Rate	71%	62%	73%	90%	75%	78%	81%
		Total Number Meets or Higher		16		27			
		Total Number Tested		26		30			
		Points away from or above target		-9		+17			
		Difference from Prior Year				+28			
		Growth from Prior Year				45%			
	Eco. Disadv.	Target and Actual Rate	46%	45%	48%	64%	50%	53%	56%
		Total Number Meets or Higher		39		65			
		Total Number Tested		87		101			
		Points away from or above target		-1		+16			
		Difference from Prior Year				+19			
		Growth from Prior Year				42%			
	EL (Current & Monitored)	Target and Actual Rate	57%	45%	59%	66%	61%	64%	67%
		Total Number Meets or Higher		18		35			
		Total Number Tested		40		53			
		Points away from or above target		-12		+7			
		Difference from Prior Year				+21			
		Growth from Prior Year				47%			
	Cont. Enrolled	Target and Actual Rate	58%	54%	60%	74%	62%	65%	68%
		Total Number Meets or Higher		68		103			
		Total Number Tested		126		139			
		Points away from or above target		-4		+14			
		Difference from Prior Year				+20			
		Growth from Prior Year				37%			
	Non-Cont. Enrolled	Target and Actual Rate	52%	62%	54%	67%	56%	59%	62%
		Total Number Meets or Higher		16		22			
		Total Number Tested		26		33			
		Points away from or above target		+10		+13			
		Difference from Prior Year				+5			
		Growth from Prior Year				8%			

Early Childhood Math Board Outcome Goal

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

	WOODARD		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	**All**	Target and Actual Rate	52%	39%	54%	67%	56%	59%	62%
		Total Number Meets or Higher		60		115			
		Total Number Tested		153		172			
		Points away from or above target		-13		+13			
		Difference from Prior Year				+28			
		Growth from Prior Year				72%			
	African American	Target and Actual Rate	47%	30%	49%	52%	51%	54%	57%
		Total Number Meets or Higher		9		15			
		Total Number Tested		30		29			
		Points away from or above target		-17		+3			
		Difference from Prior Year				+22			
		Growth from Prior Year				73%			
	Hispanic	Target and Actual Rate	31%	22%	33%	69%	35%	38%	41%
		Total Number Meets or Higher		11		44			
		Total Number Tested		49		64			
		Points away from or above target		-9		+36			
		Difference from Prior Year				+47			
		Growth from Prior Year				214%			
	White	Target and Actual Rate	73%	56%	75%	61%	77%	80%	83%
		Total Number Meets or Higher		23		27			
		Total Number Tested		41		44			
		Points away from or above target		-17		-14			
		Difference from Prior Year				+5			
		Growth from Prior Year				9%			
	Asian	Target and Actual Rate	71%	50%	73%	83%	75%	78%	81%
		Total Number Meets or Higher		13		25			
		Total Number Tested		26		30			
		Points away from or above target		-21		+10			
		Difference from Prior Year				+33			
		Growth from Prior Year				66%			
	Eco. Disadv.	Target and Actual Rate	40%	27%	42%	59%	44%	47%	50%
		Total Number Meets or Higher		24		60			
		Total Number Tested		88		101			
		Points away from or above target		-13		+17			
		Difference from Prior Year				+32			
		Growth from Prior Year				119%			
	EL (Current & Monitored)	Target and Actual Rate	43%	38%	45%	68%	47%	50%	53%
		Total Number Meets or Higher		15		36			
		Total Number Tested		40		53			
		Points away from or above target		-5		+23			
		Difference from Prior Year				+30			
		Growth from Prior Year				79%			
	Cont. Enrolled	Target and Actual Rate	54%	40%	56%	70%	58%	61%	64%
		Total Number Meets or Higher		51		97			
		Total Number Tested		127		139			
		Points away from or above target		-14		+14			
		Difference from Prior Year				+30			
		Growth from Prior Year				75%			
	Non-Cont. Enrolled	Target and Actual Rate	44%	35%	46%	55%	48%	51%	54%
		Total Number Meets or Higher		9		18			
		Total Number Tested		26		33			
		Points away from or above target		-9		+9			
		Difference from Prior Year				+20			
		Growth from Prior Year				57%			

CYPRESS-FAIRBANKS ISD
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.

Updated July 2020 / HB

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 or 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.