

# **Cypress-Fairbanks Independent School District**

## **Walker Elementary School**

**2023-2024**

# Mission Statement

The community of Walker Elementary is dedicated to creating an atmosphere in which students, parents, and teachers work collaboratively to build the foundation that supports each child in achieving his/her full potential. This environment promotes learning opportunities that enable our students to become effective communicators, competent problem solvers, self-directed learners, responsible citizens, and quality producers.

## Vision

Doing What's Best For Kids

Positive \* Safe \* Engaging

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### SCHOOL PROFILE

Walker Elementary is a campus in Katy, Texas. Walker Elementary opened its doors in 2000. Walker Elementary is projected to serve 753 students in grades PK-5th grade during the 2023-2024 school year, which is a decrease from the previous year of 1081.

#### COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Walker Elementary needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2022-23 school year:

- \*STAAR data (focused on all subgroups and subject areas)
- \*TELPAS scores
- \*Benchmarks and Assessments

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on (May 17, 2023) and again on September 12, 2023 to develop and finalize the CNA. The meetings were held in the library at Walker Elementary.

At the first meeting on MAY 17, 2023), principal Kim Dameron conducted the 2023-2024 Needs Assessment. We looked at assessment/benchmark data for the year to specifically look at funded interventions that were provided. Discussion of the 2023-2024 Title I Budget and how funds could be best used for the upcoming year. (.5 primary RE, .5 RE, .5 RE, 2nd grade CSR, Technology IS)

At the second meeting on September 13, 2023, the CPOC discussed Title I staff members/funding and reviewed our CIP goals.

The problem statements and root causes are listed in each section of the needs assessment.

## SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year:

Our first identified priority problem is in the area of student achievement, specifically in needing to provide consistent and quality instruction through strategy groups for all students. Through the root cause analysis process, we identified the staff will need to plan and implement specific strategies that model strong reading behaviors to help with the fluency and comprehension for our students.

Our second identified priority problem is in the area of student achievement, specifically with a deficit in number sense, applications, and vocabulary. Through the root cause analysis process, we identified that the foundation is lacking, and staff will need to plan for multiple opportunities through strengthening comprehension while choosing operations within word problems, use of manipulatives and strong number talks to strengthen their mathematical knowledge.

Our third identified priority problem is in the area of Teacher/Paraprofessional Attendance, specifically Students do not receive quality instruction when staff is not present. Through the root cause analysis process, we identified not closely monitoring absences or noticing a pattern and making sure to have systems in place to celebrate when staff is present.

# Student Achievement

## Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data.

Reading:

- At the approaches level, our 3rd grade students met the CIP target for all students and scored above the district and cluster averages
- 3rd, 4th and 5th grade students exceeded the CIP target for African American students
- 4th grade students exceeded the CIP target for white and SPED students
- 3rd and 5th grade students exceeded the CIP target for LEP/EB students

Math:

- At the approaches level, our 3rd grade students met the CIP target for all students, Hispanic, African American, Economically Disadvantaged, LEP/EB, At-Risk and SPED students and cluster averages
- At the approached level, our 4th grade students exceeded the CIP target for African American and LEP/EB students
- At the approached level, our 5th grade students exceeded the CIP target for SPED students.

Science:

- At the approaches level, our 3rd grade students met the CIP target for White, LEP/EB, and SPED students and scored above the cluster averages

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** RLA: To fill in the gaps, we need to provide consistent and quality instruction through strategy groups for all students. **Root Cause:** RLA: Staff will need to plan and implement specific strategies that model strong reading behaviors to help with the fluency and comprehension for our students.

**Problem Statement 2:** Math: Students may show a deficit in number sense, applications, and vocabulary. **Root Cause:** Math: Mathematics foundation is lacking, and staff will need to plan for multiple opportunities through strengthening comprehension while choosing operations within word problems, use of manipulatives and strong number talks to strengthen their mathematical knowledge.

**Problem Statement 3:** Science: Students may display an absence of science vocabulary and hands on experiences as required in the science TEKS. **Root Cause:** Science: Science foundation is lacking and staff will need to plan for multiple opportunities through strong vocabulary instruction, modeling, and the implementation of hands on experiences to strengthen their foundation.

**Problem Statement 4:** Students are beginning the 2023-24 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

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

## School Culture and Climate

### School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate.

Walker Elementary has a strong vertical team of teachers that strives to continue providing the best instructional practices for our students. The vertical team meets regularly and communicates where we are as a campus and how we can better align ourselves as a community.

We have developed a strong culture of restorative practices and regular community circles that focus on repairing or strengthening relationships for.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Parent and Community Engagement: We need to find ways to promote more parents to volunteer for school wide activities and within the classrooms. **Root Cause:** Parent and Community Engagement: Without a PTO, there is not a specific group following through with promoting more volunteers.



## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

Our staff here at Walker realizes the importance of being here for our students. We are working together as teams to ensure that good classroom instruction occurs daily. We are always looking at vertical alignment and filling in the gaps.

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Students do not receive quality instruction when staff is not present. **Root Cause:** Teacher/Paraprofessional Attendance: Not closely monitoring absences or noticing patterns.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement.

When Walker has evening events, the parents set aside time to attend. We have parents wanting to be involved with the many activities that we had planned. We will continue to look for activities that appeal to our community.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** We need to find ways to promote more parents to volunteer for school wide activities and within the classrooms. **Root Cause:** Without a PTO, there is not a specific group following through with promoting more volunteers.

# 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 the end of the current school year, African American, white, economically disadvantaged and special ed students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

**Evaluation Data Sources:** STAAR RLA, Math, and Science

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue with this goal for the 2024-2025 school year.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: RLA:</b> Instructional Specialists and Vertical Team will help align and provide training in effective strategy groups and phonics instruction to ensure direct instruction is properly planned for students in grades PK-5. Classroom data will be used to design specific plans to intensify lessons for specific groups of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists, Teachers, Assistant Principals and Principal.</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Math:</b> Instructional Specialists and Vertical Team will help align and plan lessons that allow for real world connections, higher level learning opportunities, enhanced vocabulary, calculation practice, comprehension, and focused number sense lessons by incorporating daily content conversations. Focus also on helping students use purposeful strategies when choosing appropriate operations.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. Teachers will use data to determine deficiencies and implement reteaching opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists, Teachers, Assistant Principals and Principal.</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Science:</b> Instructional Specialists and Vertical Team will ensure alignment for learning vocabulary in the science classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. All grade levels PK-5 will produce lessons that allow for solid learning of vocabulary through movement and providing experiences to help with recall of meaning.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists, Teachers, Assistant Principals and Principal.</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: Teachers will use this time to review or reteach concepts that require more depth or several repeated opportunities to grasp.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists, Teachers, Assistant Principals and Principal.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>1. Salaries - Reading Interventionists will provide extra support in reading classrooms with a focus on phonics and comprehension for students that are in need. 2nd and 5th grade Class Size Reduction will be able to provide students a smaller and more intensive learning environment that specifically targets academic needs. Technology Instructional Coach will be able to provide students and staff assistance with engaging lessons that allow for hands on learning while implementing technology.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists, Teachers, Assistant Principals and Principal.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<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 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:** Exceeded Objective

**Next Year's Recommendation:** No longer a source of funding








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Before/After School Program:</b> After school STAAR tutoring</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2023-2024, students will show growth and increase scores by 10% each time the beginning, middle and end assessments are taken. Imagine Learning - students will utilize Imagine Learning as an additional intervention at school and at home to assist in meeting or exceeding instructional targets.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists, Teachers, Assistant Principals and Principal.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Professional Staffing:</b> Core Content Area Interventionist in Math will be hired to work with students to improve their academic performance.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students participating in small group with the interventionist will experience growth in their assessments, and STAAR testing by the 2023-2024 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Professional Development:</b> Shonda Guthrie - Phonics instruction will be provided by consultant Shonda Guthrie. The focus will be implementation and planning of phonics instruction by grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2023-24 school year, students will experience growth in phonemic awareness measured by beginning, middle and end of year assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
No Progress                 Accomplished                 Continue/Modify                 Discontinue			

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

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

**Evaluation Data Sources:** STAAR Data

**Next Year's Recommendation:** Continue with goal for the 2024-2025 school year.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1: State Compensatory Education:</b> Provide supplementary support to students identified as at-risk. <b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on the attached data table <b>Staff Responsible for Monitoring:</b> Principal	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 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 current 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:** Continue with the implementations of the district's safety policies.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> Continue the district's "Project Safety" curriculum focusing on bullying and drug prevention.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will form positive relationships with one another and utilize appropriate communication skills to address problems or disagreements.</p> <p><b>Staff Responsible for Monitoring:</b> Behavior Interventionist, Counselors, Assistant Principals and Principal.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Conduct Emergency Safety Drills:</b> Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 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 current school year, student attendance will be at 95% or higher.

**Evaluation Data Sources:** Student attendance records

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue to promote and monitor student attendance.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 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 3: Restorative Discipline:** The campus will use restorative discipline practices.

**Evaluation Data Sources:** Discipline reports

**Summative Evaluation:** Exceeded Objective

**Next Year's Recommendation:** Continue with restorative practices.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Violence Prevention:</b> Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. More natural consequences and limit time away from initial classroom instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 35%	 70%	 100%
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Restorative Discipline:</b> Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Community Circles will be done every Monday in homeroom classes. Topics will be based on need and discipline data.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be equipped with self-management strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Behavior Interventionist, Assistant Principals and Principal.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 35%	 70%	 100%
 No Progress  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 current school year, teacher/paraprofessional attendance will increase by 15%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue efforts with the importance of being at work with paraprofessionals and teachers.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: Maintain consistent emphasis on initial instruction by classroom teachers and celebrating perfect attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 15%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			








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

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

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

**Summative Evaluation:** Exceeded Objective

**Next Year's Recommendation:** Continue with efforts in finding the best professional development for all staff members.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: District Professional Development and specific campus based ongoing staff development through Vertical Team Meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Vertically aligned campus in all subject areas. Providing teachers with opportunities to successfully navigate digital learning and future ready skills.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialists, Assistant Principals and Principal.</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			








**Goal 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 current school year, parent and family engagement will increase by 35%.

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

**Summative Evaluation:** Exceeded Objective

**Next Year's Recommendation:** Continue to focus on parent and family engagement.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: Provide opportunities to promote involvement that will in turn support education and safety. Will encourage families to participate in support of campus initiatives.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 35%.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Behavior Interventionist, Assistant Principal and Principal.</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

# 2023-2024 CPOC

Committee Role	Name	Position
Other School Leader (Nonteaching Professional) #3	Stephanie Cook	Other School Leader (Nonteaching Professional)
Other School Leader (Nonteaching Professional) #4	Cindy Hancock	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Jessica Zlatich	Other School Leader (Nonteaching Professional) #3
Paraprofessional #2	Paraprofessional #2	Paraprofessional #2
Paraprofessional #1	Donna Gabiana	Paraprofessional #1
Business Representative #2	Business Representative #2	Business Representative #2
Business Representative #1	Tim Hill	Business Representative #1
Community Member #2	Community Member #2	Community Member #2
Community Member #1	Sam Fowler	Community Member #1
Parent #2	Parent #2	Parent #2
Parent #1	Cassandra Johnson	Parent #1
Administrator (LEA) #2	Toy Blair	Administrator (LEA) #2
Administrator (LEA) #1	Nanette Carroll	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Vanessa Koch	Other School Leader (Nonteaching Professional) #2
Classroom Teacher	Robin Clingerman	Resource Teacher
Teacher #8	Regina Mabry	Music Teacher
Teacher #7	James Motejzik	5th grade Teacher
Teacher #6	Emi Davenport	4th grade Teacher
Teacher #5	Vanessa Pesina	3rd grade Teacher
Teacher #4	Tammie Frank	2nd grade Teacher
Teacher #3	Laura Tarpley	1st grade Teacher
Teacher #2	Rachel Hoffpauer	Kindergarten Teacher
Teacher #1	Teri Goins	ECSE Teacher
Principal	Kimberly Dameron	Principal

# 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	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					2023	#	%	%		#	%	%		#	%	%	
					#												
Math	3	Walker	ES 6	All	151	109	72%	73%	66%	56	37%	40%	34%	12	8%	10%	9%
Math	3	Walker	ES 6	Hispanic	82	60	73%	75%	65%	31	38%	40%	28%	5	6%	8%	*
Math	3	Walker	ES 6	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Walker	ES 6	Asian	3	*	*	*	100%	*	*	*	83%	*	*	*	*
Math	3	Walker	ES 6	African Am.	51	35	69%	70%	64%	17	33%	35%	32%	6	12%	14%	*
Math	3	Walker	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Walker	ES 6	White	10	8	80%	82%	75%	*	*	*	50%	*	*	*	*
Math	3	Walker	ES 6	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Walker	ES 6	Eco. Dis.	114	75	66%	68%	68%	35	31%	33%	36%	5	4%	6%	6%
Math	3	Walker	ES 6	Emergent Bilingual	43	30	70%	71%	70%	13	30%	33%	30%	*	*	*	*
Math	3	Walker	ES 6	At-Risk	79	53	67%	70%	66%	24	30%	33%	33%	5	6%	8%	8%
Math	3	Walker	ES 6	SPED	24	11	46%	50%	48%	*	*	*	22%	*	*	*	*
Math	4	Walker	ES 6	All	154	106	69%	70%	70%	57	37%	39%	39%	21	14%	16%	10%
Math	4	Walker	ES 6	Hispanic	80	60	75%	76%	76%	37	46%	50%	41%	17	21%	23%	*
Math	4	Walker	ES 6	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Walker	ES 6	Asian	2	*	*	*	100%	*	*	*	*	*	*	*	*
Math	4	Walker	ES 6	African Am.	51	29	57%	60%	54%	11	22%	24%	27%	*	*	*	*
Math	4	Walker	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Walker	ES 6	White	15	12	80%	81%	*	8	53%	55%	*	*	*	*	*
Math	4	Walker	ES 6	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Walker	ES 6	Eco. Dis.	120	78	65%	67%	66%	41	34%	35%	37%	14	12%	14%	5%
Math	4	Walker	ES 6	Emergent Bilingual	33	23	70%	71%	79%	13	39%	41%	43%	5	15%	17%	12%
Math	4	Walker	ES 6	At-Risk	101	64	63%	65%	62%	33	33%	35%	33%	9	9%	12%	7%
Math	4	Walker	ES 6	SPED	16	*	*	*	38%	*	*	*	*	*	*	*	*
Math	5	Walker	ES 6	All	155	125	81%	82%	73%	72	46%	48%	48%	25	16%	18%	12%
Math	5	Walker	ES 6	Hispanic	76	66	87%	88%	72%	42	55%	57%	49%	15	20%	22%	11%
Math	5	Walker	ES 6	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Walker	ES 6	Asian	8	8	100%	100%	*	5	63%	65%	*	*	*	*	*
Math	5	Walker	ES 6	African Am.	52	34	65%	67%	69%	14	27%	30%	36%	6	12%	14%	*
Math	5	Walker	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Walker	ES 6	White	14	13	93%	95%	85%	7	50%	52%	69%	*	*	*	38%
Math	5	Walker	ES 6	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Walker	ES 6	Eco. Dis.	118	93	79%	80%	71%	50	42%	44%	43%	15	13%	15%	12%
Math	5	Walker	ES 6	Emergent Bilingual	33	29	88%	90%	55%	16	48%	50%	38%	*	*	*	*
Math	5	Walker	ES 6	At-Risk	112	86	77%	80%	65%	44	39%	41%	37%	13	12%	14%	7%

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	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					2023	#	%	%		#	%	%		#	%	%	
					#												
Math	5	Walker	ES 6	SPED	23	11	48%	50%	42%	*	*	*	*	*	*	*	*
Reading	3	Walker	ES 6	All	150	120	80%	81%	83%	71	47%	50%	57%	15	10%	15%	20%
Reading	3	Walker	ES 6	Hispanic	80	65	81%	82%	81%	39	49%	51%	53%	7	9%	12%	16%
Reading	3	Walker	ES 6	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Walker	ES 6	Asian	3	*	*	*	100%	*	*	*	*	*	*	*	*
Reading	3	Walker	ES 6	African Am.	52	41	79%	80%	86%	25	48%	50%	61%	5	10%	12%	29%
Reading	3	Walker	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Walker	ES 6	White	10	8	80%	81%	92%	*	*	*	75%	*	*	*	*
Reading	3	Walker	ES 6	Two or More	4	*	*	*	71%	*	*	*	*	*	*	*	*
Reading	3	Walker	ES 6	Eco. Dis.	113	88	78%	80%	85%	47	42%	46%	57%	12	11%	14%	21%
Reading	3	Walker	ES 6	Emergent Bilingual	42	31	74%	75%	78%	17	40%	45%	48%	*	*	*	*
Reading	3	Walker	ES 6	At-Risk	78	56	72%	74%	75%	32	41%	45%	47%	5	6%	10%	12%
Reading	3	Walker	ES 6	SPED	24	11	46%	50%	70%	5	21%	25%	41%	*	*	*	*
Reading	4	Walker	ES 6	All	155	120	77%	78%	80%	60	39%	42%	43%	11	7%	10%	9%
Reading	4	Walker	ES 6	Hispanic	80	65	81%	82%	85%	44	55%	57%	42%	*	*	*	7%
Reading	4	Walker	ES 6	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Walker	ES 6	Asian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Walker	ES 6	African Am.	52	36	69%	70%	70%	8	15%	18%	38%	*	*	*	*
Reading	4	Walker	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Walker	ES 6	White	15	14	93%	94%	*	6	40%	42%	*	*	*	*	*
Reading	4	Walker	ES 6	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Walker	ES 6	Eco. Dis.	121	89	74%	75%	81%	46	38%	40%	38%	6	5%	7%	6%
Reading	4	Walker	ES 6	Emergent Bilingual	33	20	61%	64%	76%	8	24%	26%	33%	*	*	*	*
Reading	4	Walker	ES 6	At-Risk	102	76	75%	76%	73%	33	32%	34%	31%	*	*	*	*
Reading	4	Walker	ES 6	SPED	16	10	63%	65%	50%	*	*	*	*	*	*	*	*
Reading	5	Walker	ES 6	All	153	126	82%	84%	76%	92	60%	62%	51%	34	22%	25%	28%
Reading	5	Walker	ES 6	Hispanic	75	67	89%	90%	78%	50	67%	70%	53%	21	28%	30%	34%
Reading	5	Walker	ES 6	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Walker	ES 6	Asian	8	7	88%	90%	*	5	63%	65%	*	*	*	*	*
Reading	5	Walker	ES 6	African Am.	51	35	69%	70%	73%	22	43%	45%	42%	7	14%	16%	13%
Reading	5	Walker	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Walker	ES 6	White	14	12	86%	88%	77%	12	86%	88%	62%	*	*	*	*
Reading	5	Walker	ES 6	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Walker	ES 6	Eco. Dis.	116	91	78%	80%	73%	66	57%	60%	50%	19	16%	18%	26%
Reading	5	Walker	ES 6	Emergent Bilingual	32	28	88%	90%	66%	15	47%	50%	38%	*	*	*	19%





# 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, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- 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 not limited to Chromebooks, 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 literacy schedule.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in 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 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 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 the reading and writing block.
- 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 (2<sup>nd</sup>-5<sup>th</sup>)
    - Boost 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
  - Utilize 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 ST Math Puzzle Talks, Number Talks, Math Talks, CFISD Fact Fluency Plan, ORIGO Box of Facts, 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 2<sup>nd</sup>-5<sup>th</sup> 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 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, 2<sup>nd</sup>-3<sup>rd</sup> = 60% of the time, 4<sup>th</sup>-5<sup>th</sup> = 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 district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- 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 pitched and unpitched 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 district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- 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.
- Encourage students to connect learning in art with other areas of knowledge such as math, reading, and social studies.
- 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.