Cypress-Fairbanks Independent School District

Willbern Elementary School

2023-2024

Mission Statement

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

Vision

LEAD: Learn. Empower. Achieve. Dream.

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Needs Assessment Overview Summary

SCHOOL PROFILE
Willbern Elementary is a campus in Houston, Texas. (Willbern opened its doors in 1992 Willbern is projected to serve 978 students in grades PK-5TH during the 2023-2024 school year, which is an increase from the previous year of 79.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

- District goals
- Campus Goals
- STAAR
- TELPAS
- District based assessments
- Student Intervention Team data
- Attendance data
- Discipline data
- Parent surveys
- Staff surveys
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Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May and again on September 25 to develop and finalize the CNA. The meetings May meeting was held in the Instructional Specialist office and the September meeting was held in the Willbern Library.

At the first meeting on May 18th, principal, Connye Roberson broke the group into 3 groups to do the following:

Group #1: Reviewed math/science data
Group #2: Reviewed RLA data
Group #3: Review attendance, discipline and parent involvement data

Strengths that were noted:

- improvement in the number of office referrals
- improvement in parent involvement
- staff, former staff, current and former families and community members participated in Willbern's 30th Anniversary Celebration
- progress made in 3-5 ECR development

Concerns that were noted:

- our AA students have a wider achievement gap in a number of areas
- attendance of both students and staff continue to decline.

At the second meeting on September 25 the CPOC was divided into 3 groups:

- Group 1: Reviewed 3rd grade RLA and Math STAAR data tables
- Group 2: Reviewed 4th grade RLA and Math STAAR data tables
- Group 3: Reviewed 5th grade RLA, Math and Science STAAR data tables

The groups reported back to the whole and we looked for themes across grade levels. The group completed a Root Cause Assessment and determined priorities for improvement.

The entire group analyzed attendance data and trends from prior to COVID through last year. The group approved our 23-24 Attendance Incentive Program.

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 Our Hispanic and Emergent Bilingual students scored lower than other populations in RLA. Through the root cause analysis process, we identified that targeted vocabulary instruction with an emphasis on writing is needed in all grade levels.

Our second identified priority problem is in the area of student achievement, specifically Our Hispanic and AA students have a wider achievement gap in Math. Through the root cause analysis process, we identified We need to incorporate more differentiated instruction and productive struggle to help students fully understand concepts..

Our third identified priority problem is in the area of attendance, specifically the yearly trend since the pandemic is a drop in percentage of attendance.   Through the root cause analysis process, we identified the need for a comprehensive attendance incentive program.

Student Achievement

Student Achievement Strengths

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

- 4th grade math: Our percentage of masters was above our cluster.
- 3rd grade math: Our AA students at approaches level exceeded that of district and cluster
- 5th grade math: All sub pops in approaches and meets exceeded that of the district and cluster
- 4th grade reading: All masters percentage exceeded that of the district and cluster
- 5th grade reading: 55% students mastered
- 5th grade science: Our masters percentage of 32% exceeded that of the district and cluster.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our Hispanic and Emergent Bilingual students scored lower than other poplulations.   **Root Cause:** RLA: Targeted vocabulary instruction with an emphasis on writing is needed.

Problem Statement 2: Math: Our Hispanic and AA students have a wider achievement gap.   **Root Cause:** Math: We need to incorporate more differentiated instruction and productive struggle to help students fully understand concepts.

Problem Statement 3: Science: Our AA and Special Education students performed below other sub-populations.   **Root Cause:** Science: More hands on experiences are needed to help students grasp concepts and make generalizations.

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.

- 95% of staff agree/strongly agree that the work they are asked to do directly applies to job responsibilities
- 99% of staff agree/strongly agree that there are opportunities for them to provide input.
- 100% of staff feel safe at work.
- 100% of staff agree/strongly agree that quality work is expected of them.
- 100% of staff agree/strongly agree that collaboration is encouraged and practiced.
- Our staff uses PBIS common language and PBIS Rewards as incentives..
- Our leadership team uses the Teacher Rewards option from PBIS Rewards to recognize teachers throughout the year.
- Our staff completed Carrots and Sticks book study and has begun to implement restorative circles/discipline.
- Our Monday Morning Meetings were determined by discipline and PBIS data.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Restorative practices not used consistently by all staff.   **Root Cause:** More staff development needed in the area including opportunities for coaching.

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.

- 95% of staff agree/strongly agree that the work they are asked to do directly applies to job responsibilities
- 99% of staff agree/strongly agree that there are opportunities for them to provide input.
- 100% of staff feel safe at work.
- 100% of staff agree/strongly agree that quality work is expected of them.
- 100% of staff agree/strongly agree that collaboration is encouraged and practiced.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff attendance percentages have continued to decline since the COVID pandemic. **Root Cause:** Teacher/Paraprofessional Attendance: Staff still feels anxiety about work and life at higher levels than before COVID.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

*Through the PBIS Rewards app parents are able to see in real time how their child is being successful.

*Sign in sheets form last year showed an increase in attendance of our bilingual parents and families.

*Last year we celebrated Willbern's 30th anniversary throughout the year. This ended in a big community event in the spring where we had huge attendance from current and former students, board members, outside performing groups from area high schools and local community members.

*Use of Remind 101, social media, and School Messenger have helped keep families up to date and engaged in school climate.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We need to provide a variety of opportunities for new students and parents to both connect to the school and become familiar with our safety protocols.   **Root Cause:** District boundary changes have resulted in 150+ new students and their families transfering to Willbern.

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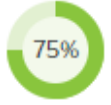
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum and Instruction & Accountability: By the end of the current school year, 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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Teachers will use high yield instructional strategies to execute plans that incorporate implicit vocabulary instruction.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal	Nov	Feb	May
	50%	80%	90%

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Teachers will use differentiated instruction, critical writing and student collaboration into their daily routines.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal	Nov	Feb	May
	45%	65%	80%

Strategy 3 Details	Formative Reviews		
Strategy 3: Science:Teachers will use high yield instructional strategies to execute plans that incorporate implicit vocabulary instruction.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal	Nov	Feb	May
	45%	75%	90%

Strategy 4 Details	Formative Reviews		
Strategy 4: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: Teachers will use data to determine what skills students need to recoup and provide daily, small group and individual instruction. This will take place during our #powerhour at the beginning of the day. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
	75%	75%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Young Men of Honor, Girl Power, Bringing Out the Best Character Education Program, Willbern Glow Squad, counselor Guidance Lessons and groups. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** IS,AP, Principal	Formative		
	Nov	Feb	May
	75%	85%	100%

Strategy 6 Details	Formative Reviews		
Strategy 6: At-risk students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs. **Strategy's Expected Result/Impact:** Salaries for Supplemental Staff Positions: Digital Learning Coach and Reading Enrichment teacher will work with all students to meet campus goals. Temporary Workers: Temporary workers will work with students to provide intervention to students to help meet the CIP Target goals. Consultants: Our Mathlinks consultant supports teachers by increasing their content knowledge and strategies for delivering content. PBIS Incentives: Our PBIS Rewards store and monthly school-wide incentives motivate students to follow our matrices. Family Engagement Events/Activities/Resources: We will increase parent involvement by providing opportunities such as Open House, Family Movie Night, Family Fitness Nights, Grade level music programs, multicultural events, Watch DOG Dads, Family Night at the Book Fair, etc.. Materials and Supplies: Supplies are purchased for the classrooms to allow all students to access the curriculum. It includes supplies for art class, school supplies, teacher supplies, and items needed for hands-on activities, especially in math and science. Staff Development:The leadership team, teaching staff, and para-professionals will attend professional development both locally and out of state to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building to support the goal of meeting or exceeding the CIP target table. Online Subscription Resources: Students will utilize Flocabulary to increase their academic vocabulary. The leadership team will utilize the Power Walks system to gather date on high yield strategies being used in the classroom. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
	60%	80%	100%

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

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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Summer Learning/Summer Enrichment: STAAR Summer Camp - We will be holding a 6 hour academic camp for our students to help close gaps in their learning. The camp will include lessons in reading, writing, and math; as well as time for using approved online learning platforms. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
	N/A	95%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Before/After School Program: Before school tutoring - Students will engage in rigorous approved online academic programs to close gaps in their learning. The programs used will fit the content needs of the individual students. The programs will include: Amira, ST Math, Amplify and Zearn. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
	5%	50%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Staffing: Core Content Area Interventionist will be hired to push-in to classrooms to work with students. The campus instructional specialists with work with the interventionists to select students for intervention and their schedules. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
	85%	90%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Professional Development: Training will be provided for ISs and teachers on how to implement the new state curriculum and on best practices on teaching students how to consturct a strong ECR. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
	70%	80%	100%

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

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

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

Evaluation Data Sources: STAAR Data

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: 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	60%	75%	100%

0% No Progress	100% 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 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Administration will provide opportunities for discussion and direct instruction on safety protocols at Willbern Elementary on a monthly basis through staff newsletters and direct feedback.	Formative		
Strategy's Expected Result/Impact: 100% of students and staff will be aware of and comply with all safety measures and protocols. **Staff Responsible for Monitoring:** AP, Principal	Nov	Feb	May
	50%	85%	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		
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Assistant Principal, Principal	Nov	Feb	May
	70%	80%	100%

0% No Progress	100% 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
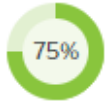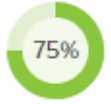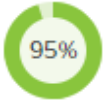
Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate	Nov	Feb	May
Staff Responsible for Monitoring: Principal	65%	75%	90%
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate	Nov	Feb	May
Staff Responsible for Monitoring: Principal	55%	85%	95%

0% No Progress   100% 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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: 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. Counselors provide monthly guidance lessons to teach coping skills and emotional regulation.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Counselors, Principal	60%	75%	100%
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Staff will implement PBIS Reward system to build upon our focus on positive behavior supports.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** BI, AP	50%	75%	95%

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 current school year, teacher/paraprofessional attendance will increase to 98%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Staff will be recognized twice a 9 weeks for perfect attendance.	**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase to 98%. **Staff Responsible for Monitoring:** Campus Secretary, Principal	**Nov**	**Feb**	**May**
	45%	60%	90%

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 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: Met Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: High-Quality Professional Development: Staff development will be offered to staff based on needs based surveys to include content-specific consultants, book studies, and new teacher academies.
    Strategy's Expected Result/Impact: Increased student achievement toward meeting all CIP targets under Goal 1.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	**Feb**	**May**
	55%	85%	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 current school year, parent and family engagement will increase by 10%.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Provide numerous opportunities for parents and families to participate in the life of the school. Promote staff involvement by providing extra-duty compensation for operating PAFE events outside typical school hours. **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 10%.	**Formative**		
	Nov	**Feb**	**May**
	55%	75%	100%

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

2023-2024 CPOC

Committee Role	Name	Position
Intervention	Lisa Harris	Dyslexia Teacher
Administrator	Meg Yearwood	Counselor
Administrator	Mari Deleon	Counselor
Classroom Teacher	Rhyan Stribling	Special Education Teacher/LIFE Skills
Other School Leader (Nonteaching Professional) #4	Terry Boyd	Primary Instructional Specialist
Other School Leader (Nonteaching Professional) #3	Jude Sisk	Testing/Title I Coordinator
Paraprofessional #2	Susie Fritsche	Paraprofessional #2
Paraprofessional #1	Deeann Yniguez	Paraprofessional #1
Business Representative #2	Business Representative #2	Business Representative #2
Business Representative #1	Emmahlyn Reyes	Owner, Emmahlyn Living
Community Member #2	Community Member #2	Community Member #2
Community Member #1	Community Member #1	Community Member #1
Parent #2	Parent #2	Parent #2
Parent #1	Parent #1	Parent #1
Administrator (LEA) #2	Kevin Weekley	Assistant Principal
Administrator (LEA) #1	Stephanie Hakemack	Assistant Principal
Other School Leader (Nonteaching Professional) #2	Tresa Weisz	3-5 Math/Science Instructional Specialist
Other School Leader (Nonteaching Professional) #1	Nichole Merriweather	3-5 RLA Instructional Specialist
Teacher #8	Brian Gilbert	Large Group-Art
Teacher #7	Mary Bogart	5th Grade
Teacher #6	Courtney Makow	4th Grade
Teacher #5	Caleb Sepulveda	3rd Grade
Teacher #4	Courtney Kirk	2nd Grade
Teacher #3	Megan McLamore	1st Grade
Teacher #2	Taylor Moore	Kindergarten
Teacher #1	Jeri Hooker	PreK
Principal	Connye Roberson	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	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
					#	#	%	%		#	%	%		#	%	%	
Math	3	Willbern	ES 5	All	141	92	65%	70%	60%	45	32%	40%	31%	12	9%	14%	7%
Math	3	Willbern	ES 5	Hispanic	80	48	60%	65%	61%	20	25%	30%	30%	*	*	*	*
Math	3	Willbern	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Willbern	ES 5	Asian	17	12	71%	75%	85%	10	59%	66%	45%	*	*	*	*
Math	3	Willbern	ES 5	African Am.	25	18	72%	76%	44%	7	28%	34%	22%	*	*	*	*
Math	3	Willbern	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Willbern	ES 5	White	11	8	73%	78%	*	5	45%	50%	*	*	*	*	*
Math	3	Willbern	ES 5	Two or More	8	6	75%	80%	*	*	*	*	*	*	*	*	*
Math	3	Willbern	ES 5	Eco. Dis.	95	58	61%	66%	55%	23	24%	29%	25%	5	5%	10%	5%
Math	3	Willbern	ES 5	Emergent Bilingual	45	27	60%	65%	54%	9	20%	24%	21%	*	*	*	*
Math	3	Willbern	ES 5	At-Risk	75	43	57%	62%	49%	17	23%	28%	23%	*	*	*	*
Math	3	Willbern	ES 5	SPED	23	9	39%	44%	47%	*	*	*	*	*	*	*	*
Math	4	Willbern	ES 5	All	119	83	70%	75%	54%	56	47%	52%	31%	21	18%	23%	10%
Math	4	Willbern	ES 5	Hispanic	66	41	62%	67%	49%	25	38%	43%	26%	6	9%	14%	*
Math	4	Willbern	ES 5	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Willbern	ES 5	Asian	17	16	94%	99%	75%	13	76%	81%	44%	8	47%	52%	31%
Math	4	Willbern	ES 5	African Am.	20	15	75%	80%	44%	10	50%	55%	21%	*	*	*	*
Math	4	Willbern	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Willbern	ES 5	White	13	9	69%	74%	77%	6	46%	52%	62%	*	*	*	*
Math	4	Willbern	ES 5	Two or More	2	*	*	*	78%	*	*	*	56%	*	*	*	*
Math	4	Willbern	ES 5	Eco. Dis.	97	64	66%	70%	50%	40	41%	46%	24%	12	12%	17%	4%
Math	4	Willbern	ES 5	Emergent Bilingual	31	20	65%	70%	45%	11	35%	40%	21%	*	*	*	*
Math	4	Willbern	ES 5	At-Risk	86	55	64%	69%	41%	33	38%	42%	18%	12	14%	19%	*
Math	4	Willbern	ES 5	SPED	10	*	*	*	19%	*	*	*	*	*	*	*	*
Math	5	Willbern	ES 5	All	128	109	85%	90%	73%	79	62%	70%	46%	25	20%	25%	18%
Math	5	Willbern	ES 5	Hispanic	69	56	81%	86%	72%	39	57%	64%	40%	9	13%	18%	7%
Math	5	Willbern	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Willbern	ES 5	Asian	19	19	100%	100%	95%	16	84%	90%	85%	7	37%	42%	65%
Math	5	Willbern	ES 5	African Am.	21	17	81%	85%	56%	11	52%	57%	34%	*	*	*	*
Math	5	Willbern	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Willbern	ES 5	White	14	13	93%	96%	83%	11	79%	85%	58%	7	50%	55%	*
Math	5	Willbern	ES 5	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Willbern	ES 5	Eco. Dis.	95	78	82%	87%	71%	56	59%	64%	41%	15	16%	20%	15%
Math	5	Willbern	ES 5	Emergent Bilingual	37	30	81%	85%	75%	16	43%	49%	47%	*	*	*	14%
Math	5	Willbern	ES 5	At-Risk	88	72	82%	87%	68%	44	50%	55%	38%	11	13%	19%	14%

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	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
					#	#	%	%	%	#	%	%	%	#	%	%	%
Math	5	Willbern	ES 5	SPED	16	8	50%	55%	38%	*	*	*	*	*	*	*	*
Reading	3	Willbern	ES 5	All	141	100	71%	76%	71%	68	48%	53%	39%	28	20%	25%	17%
Reading	3	Willbern	ES 5	Hispanic	80	50	63%	68%	70%	34	43%	48%	38%	14	18%	23%	13%
Reading	3	Willbern	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Willbern	ES 5	Asian	17	12	71%	79%	90%	9	53%	58%	60%	*	*	*	25%
Reading	3	Willbern	ES 5	African Am.	25	21	84%	90%	58%	13	52%	60%	22%	6	24%	29%	14%
Reading	3	Willbern	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Willbern	ES 5	White	11	10	91%	95%	100%	7	64%	69%	*	*	*	*	*
Reading	3	Willbern	ES 5	Two or More	8	7	88%	92%	*	5	63%	68%	*	*	*	*	*
Reading	3	Willbern	ES 5	Eco. Dis.	95	63	66%	69%	65%	42	44%	60%	31%	12	13%	18%	13%
Reading	3	Willbern	ES 5	Emergent Bilingual	45	25	56%	60%	64%	15	33%	38%	31%	*	*	*	*
Reading	3	Willbern	ES 5	At-Risk	75	45	60%	65%	58%	26	35%	39%	29%	8	11%	20%	7%
Reading	3	Willbern	ES 5	SPED	23	11	48%	53%	35%	6	26%	30%	*	*	*	*	*
Reading	4	Willbern	ES 5	All	118	94	80%	85%	80%	59	50%	55%	50%	29	25%	30%	26%
Reading	4	Willbern	ES 5	Hispanic	65	46	71%	75%	73%	27	42%	47%	44%	12	18%	24%	16%
Reading	4	Willbern	ES 5	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Willbern	ES 5	Asian	17	17	100%	100%	81%	12	71%	80%	69%	7	41%	46%	50%
Reading	4	Willbern	ES 5	African Am.	20	17	85%	90%	84%	10	50%	53%	47%	*	*	*	23%
Reading	4	Willbern	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Willbern	ES 5	White	13	11	85%	90%	100%	8	62%	65%	69%	5	38%	44%	62%
Reading	4	Willbern	ES 5	Two or More	2	*	*	*	100%	*	*	*	70%	*	*	*	*
Reading	4	Willbern	ES 5	Eco. Dis.	96	76	79%	83%	74%	41	43%	46%	46%	16	17%	23%	19%
Reading	4	Willbern	ES 5	Emergent Bilingual	30	21	70%	75%	57%	6	20%	45%	34%	*	*	*	15%
Reading	4	Willbern	ES 5	At-Risk	85	63	74%	79%	71%	34	40%	45%	35%	12	14%	19%	15%
Reading	4	Willbern	ES 5	SPED	10	*	*	*	48%	*	*	*	19%	*	*	*	*
Reading	5	Willbern	ES 5	All	129	114	88%	94%	82%	85	66%	70%	51%	43	33%	38%	28%
Reading	5	Willbern	ES 5	Hispanic	69	62	90%	95%	79%	45	65%	69%	41%	19	28%	32%	20%
Reading	5	Willbern	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Willbern	ES 5	Asian	19	18	95%	100%	95%	17	89%	94%	80%	11	58%	63%	60%
Reading	5	Willbern	ES 5	African Am.	21	16	76%	82%	77%	12	57%	62%	48%	5	24%	27%	16%
Reading	5	Willbern	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Willbern	ES 5	White	15	13	87%	91%	92%	8	53%	58%	67%	7	47%	52%	50%
Reading	5	Willbern	ES 5	Two or More	5	5	100%	100%	*	*	*	*	*	*	*	*	*
Reading	5	Willbern	ES 5	Eco. Dis.	96	81	84%	89%	80%	60	63%	67%	46%	26	27%	32%	21%
Reading	5	Willbern	ES 5	Emergent Bilingual	37	31	84%	88%	86%	21	57%	61%	36%	7	19%	24%	*

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	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
					#	#	%	%	%	#	%	%	%	#	%	%	%
Reading	5	Willbern	ES 5	At-Risk	89	76	85%	89%	77%	51	57%	61%	41%	23	26%	30%	20%
Reading	5	Willbern	ES 5	SPED	17	10	59%	73%	50%	*	*	*	*	*	*	*	*
Science	5	Willbern	ES 5	All	129	104	81%	86%	67%	66	51%	56%	39%	41	32%	37%	16%
Science	5	Willbern	ES 5	Hispanic	69	57	83%	88%	59%	31	45%	50%	32%	17	25%	30%	7%
Science	5	Willbern	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Willbern	ES 5	Asian	19	18	95%	99%	95%	15	79%	84%	65%	13	68%	73%	35%
Science	5	Willbern	ES 5	African Am.	21	13	62%	67%	61%	6	29%	34%	32%	*	*	*	19%
Science	5	Willbern	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Willbern	ES 5	White	15	13	87%	92%	83%	11	73%	78%	50%	7	47%	52%	*
Science	5	Willbern	ES 5	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Willbern	ES 5	Eco. Dis.	96	74	77%	81%	63%	45	47%	53%	33%	29	30%	35%	11%
Science	5	Willbern	ES 5	Emergent Bilingual	37	29	78%	83%	72%	20	54%	60%	31%	11	30%	35%	*
Science	5	Willbern	ES 5	At-Risk	89	66	74%	80%	60%	40	45%	50%	29%	23	26%	31%	7%
Science	5	Willbern	ES 5	SPED	17	9	53%	59%	*	*	*	*	*	*	*	*	*

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 (2nd-5th)
        - 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 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 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 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.