Cypress-Fairbanks Independent School District

Wells Elementary School

2023-2024

Mission Statement

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global leaders.

Vision

L.E.A.D. : Learn. Empower. Achieve. Dream.

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Student Achievement

Student Achievement Strengths

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

Based on 2022-2023 STAAR data, our students performed at the following levels

Approaches or higher Performance Level:

3rd Grade Math: 92%

3rd Grade Reading: 94%

4th Grade Math: 79%

4th Grade Reading: 92%

5th Grade Math: 90%

5th Grade Reading: 95%

5th Grade Science: 93%

Meets or higher Performance Level:

3rd Grade Math: 69%

3rd Grade Reading: 80%

4th Grade Math: 59%

4th Grade Reading: 74%

5th Grade Math: 62%

5th Grade Reading: 88%

5th Grade Science: 69%

Masters Performance Level:

3rd Grade Math: 37%

3rd Grade Reading: 51%

4th Grade Math: 35%

4th Grade Reading: 49%

5th Grade Math: 35%

5th Grade Reading: 55%

5th Grade Science: 47%

The following student populations met or exceeded our campus targets for improvement in the Approaches, Meets and Masters categories for state testing (STAAR):

22-23 Math:

- **3rd Grade - Masters Grade Level Standards:** All, Hispanic, Economically Disadvantaged, At-Risk

- **3rd Grade - Meets Grade Level Standards:** All, White, Economically Disadvantaged, SPED
- **3rd Grade - Approaches Grade Level Standards:** All, Hispanic, African American, Economically Disadvantaged, Emergent Bilingual, At-Risk, SPED
- **4th Grade - Masters Grade Level Standards:** African American
- **4th Grade - Meets Grade Level Standards:** African American
- **4th Grade - Approaches Grade Level Standards:** None
- **5th Grade - Masters Grade Level Standards:** White, Economically Disadvantaged, Emergent Bilingual, At-Risk, SPED
- **5th Grade - Meets Grade Level Standards:** White, Emergent Bilingual, SPED
- **5th Grade - Approaches Grade Level Standards:** White, SPED

22-23 RLA:
- **3rd Grade - Masters Grade Level Standards:** Economically Disadvantaged
- **3rd Grade - Meets Grade Level Standards:** African American, White, SPED
- **3rd Grade - Approaches Grade Level Standards:** None
- **4th Grade - Masters Grade Level Standards:** African American
- **4th Grade - Meets Grade Level Standards:** None
- **4th Grade - Approaches Grade Level Standards:** None
- **5th Grade - Masters Grade Level Standards:** Emergent Bilingual
- **5th Grade - Meets Grade Level Standards:** African American, White, Emergent Bilingual, At-Risk, SPED
- **5th Grade - Approaches Grade Level Standards:** Emergent Bilingual

22-23 Science:
- **5th Grade - Masters Grade Level Standards:** White, Emergent Bilingual, At-Risk
- **5th Grade - Meets Grade Level Standards:** Emergent Bilingual, SPED
- **5th Grade - Approaches Grade Level Standards:** Hispanic, Emergent Bilingual, SPED

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Math: African American students and Emergent Bilingual students are showing the biggest difference in target and actual compared to other student subgroups   **Root Cause:** Math: We need to prioritize a weekly plan for resources, academic vocabulary, differentiation, and small group instruction to meet individual student needs.

Problem Statement 2: RLA: Emergent bilingual, at-risk, and economically disadvantaged students were furthest from their targets compared to the overall student population and other student subgroups.   **Root Cause:** RLA: We need to strategically plan differentiation for students to help them successfully access the curriculum and engage in a data collection process that will allow for consistent reviewing and reteaching of skills that have not yet been mastered.

Problem Statement 3: Science: African American students are showing the biggest difference in target and actual compared to other student subgroups   **Root Cause:** Science: We need to implement stations and small group instruction that is targeted on individual student needs

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.

School Culture and Climate

School Culture and Climate Strengths

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

Staff practices and promotes a growth mindset - Bi-annual Go & Grow Opportunities ; Garland Linkenhogger training, Elizabeth Martin training, Science of Teaching Reading Academy

Strong connections between Wells and the Bridgeland community - documented by high attendance of after-hours programs and events such as #FBF Festival, Music Programs and The Wells Winter 5K

Campus culture is focused on doing what is best for our students.

Strong communication within the school - i.e. #The Compass (Schoology site for staff) &The Wells School Info App,

Strong sense of collegiality among grade-level teams and throughout the building - documented

- All new staff trained on PBIS system with matrix for expectations and positive reinforcement in August 2023
- 7th year as a PBIS Campus
- Student discipline referrals are from less than 5% of our student population
- Student clubs before or after school - ie - Mini Belles, Running Club, Basketball Club, Student Council, etc.
- Mentors for new teachers and all staff new to Wells
- Campus-wide Advisory lessons daily in every class
- Compass Cash for positive reinforcement of student behaviors
- Leader Loot to recognize staff for their positive leadership
- Positive Office Referrals - APs & teachers collaboratively recognize positive student choices
- Fisher's Friends (principal's recognition) for positive character traits
- Positive staff culture as reflected in our EPS Survey percentages
- Increased student engagement through student voice and choice with personalized academics and social activities
- The student attendance rate is above the district average
- Student recognition for attendance and honor roll every nine weeks
- Monthly staff appreciation collaboratively provided by VIPS and the administrative team

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Student and Staff absences continue to be below the pre-COVID attendance rates.   **Root Cause:** School Culture and Climate: We need to continue to emphasize the importance of all students and teachers in the classroom each day.

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.

- 97% of our teachers are highly qualified for their role and the others are completing their certification requirements.
- All of our staff have a growth mindset to continue developing their skill set to benefit our students and campus goals
- Mentoring and coaching from a variety of colleagues and administrators for our teachers new to teaching, Wells, or CFISD.
- Each teacher new to Wells is assigned a campus mentor to assist throughout the year.
- Lead mentors host mentor/mentee meetings monthly to support the unique needs of teachers new to the campus/district.
- Go & Grow Opportunities - Teachers visit other classrooms and observe teachers across the campus in action for ideas.
- One teacher in each grade level is participating in a year-long N2 Learning Teacher Symposium
- All Instructional Coaches participating in Pete Hall Coaching sessions
- AP participating in year-long NAI Institute
- ICS and Lifeskills paraprofessionals attend district-wide half-day specialized training each teacher work day.
- Our staff is active on Twitter to collaborate and share ideas with teachers all over the district, area, nation, and world.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: The staff attendance rate as a district was low. We will be above the district average for staff attendance rate.   **Root Cause:** Teacher/Paraprofessional Attendance: Staff attendance rate continues to be lower than pre-2020 due to various viruses such as flu and COVID.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

- VIPS Leadership and Organization for parent involvement and support
- VIPS hosted several successful school-wide events including the Monster Mash, Daddy/Daughter Dance, Explore the World Day & SRC Demos
- High volunteer involvement weekly for all events and needs
- Active Watch DOGS program with active dads and grandfathers participating yearly
- Campus communication to connect weekly with our School App, Facebook page, Twitter account, School Messenger E-mails, "Messages from the Principal", VIPS Facebook/ & Twitter
- VIPS General meetings are held quarterly which are recorded and shared with parents for all to have information
- Campus-specific "School Info App" provides all campus information at their fingertips
- Duryea Elementary School Adoption continued to support its staff and families
- Collaboration with BHS for Teacher Prep Interns in our classrooms weekly, PALS, & Key Club
- 4 successful out-of-district field trips for grades K,1,2 & 4
- 3 successful in-district field trips for grades 3, 4 & 5

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: A portion of our campus community is unaware of campus communication methods & campus events.   **Root Cause:** Parent and Community Engagement: We continue to have a significant number of new families register throughout each year due to the continual growth in this area.

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: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Teachers will strategically plan differentiated lessons that reach all student populations and engage in reflective practices for tracking student data, ensuring that reteaching and review opportunities are embedded within small group time.	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables **Staff Responsible for Monitoring:** Primary and 2-5 ELAR IS	Nov	Feb	May
	30%	60%	90%
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Math: Teachers will plan and implement lessons/small group instruction that focuses on differentiation and academic vocabulary to target individual student needs while utilizing manipulatives to begin with concrete representations before moving to representational and abstract models of mathematical concepts.	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables **Staff Responsible for Monitoring:** Primary & 2-5 Math IS	Nov	Feb	May
	15%	50%	80%
Strategy 3 Details	**Formative Reviews**		
Strategy 3: Science: The teachers will plan and implement stations and small group instruction based on informal and formal assessments to target individual student needs.	Formative		
Strategy's Expected Result/Impact: meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Primary and 2-5 Science IS	Nov	Feb	May
	15%	55%	80%

Strategy 4 Details	Formative Reviews		
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** PE Teachers and AP's	25%	60%	90%

Strategy 5 Details	Formative Reviews		
Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: data-based interventions and extensions to review previous TEKS and learning objectives.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Assistant Principals, Instructional Specialists, Curriculum Committee Grade Level Reps	25%	55%	85%

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: Before/After School Program: Before and After School Tutoring - Targeted Interventions with grade level content teachers.	Formative		
Strategy's Expected Result/Impact: Meet or exceed targets as set in the Campus Improvement Plan data tables.	Nov	Feb	May
Staff Responsible for Monitoring: Principal	20%	70%	95%

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Primary Instructional Specialist will be hired to work with students at the foundational level to improve their academic performance in all subjects and allow our ELAR & M/S IS to focus intensely on 2nd-5th.	Formative		
Strategy's Expected Result/Impact: Meet or exceed targets as set in the Campus Improvement Plan data tables.	Nov	Feb	May
Staff Responsible for Monitoring: Principal	30%	55%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Development: Math Consultant - Garland Linkenhoger	Formative		
Strategy's Expected Result/Impact: Meet or exceed targets as set in the Campus Improvement Plan data tables.	Nov	Feb	May
Staff Responsible for Monitoring: Math IS's, AP's/Principal	60%	80%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Professional Development: ELAR Consultant - Elizabeth Martin	Formative		
Strategy's Expected Result/Impact: Meet or exceed targets as set in the Campus Improvement Plan data tables.	Nov	Feb	May
Staff Responsible for Monitoring: ELAR Instructional Specialist, AP's/P	40%	100%	100%

Strategy 5 Details	Formative Reviews		

Strategy 5: Professional Development: Shonda Guthrie Primary Phonics. We have all K-2nd ELAR teachers, along with the ELAR & Primary IS's, attending phonics training to align instruction with state standards and curriculum.
  Strategy's Expected Result/Impact: Meet or exceed targets as set in the Campus Improvement Plan data tables.
  Staff Responsible for Monitoring: ELAR Instructional Specialist, Primary IS, Principal
	Formative		

	Nov	**Feb**	**May**
	35%	100%	100%

Strategy 6 Details	Formative Reviews		

Strategy 6: Professional Development: N2 Learning Teacher Institute. We have 1 math teacher per grade level, plus a math IS, that will be attending this cohort that will meet 6 times throughout the year to focus on engagement and strategies aligned with personalized learning for all students.
  Strategy's Expected Result/Impact: Meet or exceed targets as set in the Campus Improvement Plan data tables.
  Staff Responsible for Monitoring: Principal, Math IS
 	
TEA Priorities:
Build a foundation of reading and math
	Formative		

	Nov	**Feb**	**May**
	40%	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 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

    High Priority

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

    Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: All staff members will receive training on campus Emergency Operations Plan and safety procedures throughout the year.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Staff is confident and capable in regards to our student safety and our Emergency Operations Protocols. **Staff Responsible for Monitoring:** Principal & EOP Representative (AP)	50%	70%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal and EOP Representative	40%	70%	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

    Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95.21% overall attendance rate. Student Incitative Attendance Plan - Weekly: Fun Friday (10-minute activity) for perfect attendance. Monthly: Attendance Prize Raffles. Quarterly: Attendance Celebrations & Attendance Awards
    Strategy's Expected Result/Impact: 95% overall attendance rate
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	Feb	May
	25%	65%	100%

Strategy 2 Details	Formative Reviews		

Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)
    Strategy's Expected Result/Impact: 95% overall attendance rate
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	Feb	May
	20%	50%	85%

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: Met 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. Continue use of our effective systems and PBIS strategies.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Assistant Principals	30%	60%	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. We have an extremely low number of office referrals driven by a few students. We will continue our effective systems and PBIS strategies in order not to exceed 5% of our student population.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Assistant Principals	25%	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 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 1%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Teacher/Paraprofessional Attendance: All staff will use discretion with absences and we will recognize staff with perfect attendance periodically.
    Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.
    Staff Responsible for Monitoring: Principal, AP's, Campus Secretary
	Formative		

	Nov	Feb	May
	15%	40%	80%

Strategy 2 Details	Formative Reviews		

Strategy 2: Staff will be recognized quarterly during a staff meeting for exemplary attendance.
    Strategy's Expected Result/Impact: Increase staff attendance by 1%
    Staff Responsible for Monitoring: Principal and Assistant Principals
	Formative		

	Nov	Feb	May
	15%	50%	100%

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

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

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

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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Provide and promote a menu of options for professional development that allow for flexibility in format and a variety of topics relating to our campus and individual teacher goals.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teachers are provided with high quality training that enables them to effectively support our campus goals and student needs by implementing best practices. **Staff Responsible for Monitoring:** Principal, IS's, Assistant Principals	40%	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 5%

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

    Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Parent and Family Engagement: We will continue to engage parents/community through our VIPS and campus communication to increase involvement and attendance at campus events.
    Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.
    Staff Responsible for Monitoring: Principal, Classroom Teachers and Assistant Principals
	Formative		

	Nov	Feb	May
	25%	50%	100%

Strategy 2 Details	Formative Reviews		

Strategy 2: We will offer two interactive classroom parent involvement activities a year for each grade level during the school day.
    Strategy's Expected Result/Impact: Parent involvement and engagement will increase.
    Staff Responsible for Monitoring: Assistant principals and teachers.
	Formative		

	Nov	Feb	May
	30%	60%	100%

Strategy 3 Details	Formative Reviews		

Strategy 3: We will offer one off-campus field trip a year for each grade level during the school day. Depending on the field trip, one to two parents per homeroom will be able to assist the students on the field trip.
    Strategy's Expected Result/Impact: Parent involvement will increase by 5%.
    Staff Responsible for Monitoring: Grade Level AP
	Formative		

	Nov	Feb	May
	20%	50%	100%

Strategy 4 Details	Formative Reviews		

Strategy 4: We will host a minimum of two large family events outside school hours; the Annual Wells Winter 5K run and our annual Wells #FBF Family Festival in March
    Strategy's Expected Result/Impact: Parent Involvement will increase by 5%.
    Staff Responsible for Monitoring: Assistant Principals through Fun Run Sign-Up & #FBF Ticket Sales
	Formative		

	Nov	Feb	May
	15%	50%	100%

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

2023-2024 CPOC

Committee Role	Name	Position
Other School Leader (Nonteaching Professional) #1	Melissa Sheninger	Counselor
Administrator	Shelby Swancoat	Assistant Principal
Parent	Angela Samuel	Parent
Parent	Robert Walls	Parent
Classroom Teacher	Frances Flores	Special Education Teacher
Classroom Teacher	Alayna Macalla	Dyslexia Teacher
Classroom Teacher	Jamie Waters	5th Grade Math Teacher
Paraprofessional	Shazia Darugar	Administrative Assistant
District-level Professional	Irene Ruiz	Assistant Superintendent of Elem School Leadership
Non-classroom Professional	Abby Ehlers	Counselor
Non-classroom Professional	Jennifer Cavender	Counselor
Non-classroom Professional	Melissa Anthony	Librarian
Administrator	Alicia Grison	Assistant Principal
Other School Leader (Nonteaching Professional) #4	Michelle Marshall	Testing Coordinator
Other School Leader (Nonteaching Professional) #3	Rebecca Done	Primary Instructional Specialist
Business Representative #2	Mia Heil	Business Representative #2
Business Representative #1	Clint Nabors	Business Representative #1
Community Member #2	Liz Norris	Houston's First Baptist Church Representative
Community Member #1	Kimber Crandall	Church of Jesus Christ of Latter-Day Saints Representative
Parent #2	Claudia Grant	Parent
Parent #1	LaMonique Johnson	Parent
Administrator (LEA) #1	Suzanne Davies	Assistant Principal
Other School Leader (Nonteaching Professional) #2	Heather Rodermund	2nd-5th ELAR Instructional Specialist
Other School Leader (Nonteaching Professional) #1	Lauren Bohm	2nd-5th M/S Instructional Specialist
Teacher #8	Kasey Grein	4th Grade ELAR Teacher
Teacher #7	Lisa Huff	4th Grade Science Teacher
Teacher #6	Madison Wright	3rd Grade M/S Teacher

Committee Role	Name	Position
Teacher #5	Rhiannon LaLonde	3rd Grade ELAR Teacher
Teacher #4	Kaitlyn Buckley	2nd M/S Teacher
Teacher #3	Brandi Minefee	2nd ELAR Teacher
Teacher #2	Barbara Wilkinson	1st Grade Teacher
Teacher #1	Megan Keller	Kindergarten Teacher
Principal	Cheryl Fisher	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	Wells	ES 1	All	202	185	92%	97%	84%	139	69%	74%	60%	75	37%	42%	24%
Math	3	Wells	ES 1	Hispanic	41	36	88%	92%	79%	23	56%	61%	53%	11	27%	32%	*
Math	3	Wells	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Wells	ES 1	Asian	70	67	96%	100%	96%	58	83%	88%	77%	38	54%	59%	44%
Math	3	Wells	ES 1	African Am.	29	25	86%	91%	55%	13	45%	50%	*	5	17%	22%	*
Math	3	Wells	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Wells	ES 1	White	54	49	91%	96%	85%	37	69%	74%	64%	18	33%	38%	23%
Math	3	Wells	ES 1	Two or More	8	8	100%	100%	75%	8	100%	100%	*	*	*	*	*
Math	3	Wells	ES 1	Eco. Dis.	28	24	86%	91%	78%	17	61%	66%	43%	6	21%	26%	15%
Math	3	Wells	ES 1	Emergent Bilingual	21	19	90%	95%	97%	11	52%	57%	65%	*	*	*	21%
Math	3	Wells	ES 1	At-Risk	42	35	83%	88%	86%	22	52%	57%	56%	12	29%	34%	19%
Math	3	Wells	ES 1	SPED	12	11	92%	97%	44%	8	67%	72%	*	*	*	*	*
Math	4	Wells	ES 1	All	192	151	79%	84%	85%	114	59%	64%	67%	68	35%	40%	32%
Math	4	Wells	ES 1	Hispanic	33	21	64%	69%	80%	16	48%	53%	54%	11	33%	38%	22%
Math	4	Wells	ES 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Wells	ES 1	Asian	62	52	84%	89%	93%	42	68%	73%	84%	28	45%	50%	51%
Math	4	Wells	ES 1	African Am.	24	17	71%	76%	64%	13	54%	59%	36%	6	25%	30%	*
Math	4	Wells	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Wells	ES 1	White	60	51	85%	90%	85%	35	58%	63%	69%	19	32%	37%	25%
Math	4	Wells	ES 1	Two or More	12	9	75%	80%	94%	7	58%	63%	75%	*	*	*	31%
Math	4	Wells	ES 1	Eco. Dis.	30	18	60%	65%	55%	10	33%	38%	34%	5	17%	22%	*
Math	4	Wells	ES 1	Emergent Bilingual	22	12	55%	60%	84%	7	32%	37%	63%	5	23%	28%	19%
Math	4	Wells	ES 1	At-Risk	66	34	52%	57%	70%	19	29%	34%	43%	12	18%	23%	22%
Math	4	Wells	ES 1	SPED	17	8	47%	52%	31%	*	*	*	*	*	*	*	*
Math	5	Wells	ES 1	All	194	174	90%	95%	81%	120	62%	67%	61%	68	35%	40%	24%
Math	5	Wells	ES 1	Hispanic	39	29	74%	79%	67%	15	38%	43%	41%	7	18%	23%	15%
Math	5	Wells	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Wells	ES 1	Asian	48	48	100%	100%	90%	41	85%	90%	76%	27	56%	61%	39%
Math	5	Wells	ES 1	African Am.	23	17	74%	79%	68%	6	26%	31%	44%	*	*	*	15%
Math	5	Wells	ES 1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Wells	ES 1	White	70	67	96%	100%	85%	48	69%	74%	60%	27	39%	44%	15%
Math	5	Wells	ES 1	Two or More	13	12	92%	97%	78%	9	69%	74%	72%	6	46%	51%	*
Math	5	Wells	ES 1	Eco. Dis.	22	16	73%	78%	55%	7	32%	37%	39%	5	23%	28%	*
Math	5	Wells	ES 1	Emergent Bilingual	13	9	69%	74%	74%	7	54%	59%	52%	5	38%	43%	23%
Math	5	Wells	ES 1	At-Risk	58	40	69%	74%	57%	24	41%	46%	37%	16	28%	33%	16%

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 (#)	2023: Approaches Grade Level (%)	2024 Approaches Incremental Growth Target (%)	2024: Approaches Grade Level (%)	2023: Meets Grade Level (#)	2023: Meets Grade Level (%)	2024 Meets Incremental Growth Target (%)	2024: Meets Grade Level (%)	2023: Masters Grade Level (#)	2023: Masters Grade Level (%)	2024 Masters Incremental Growth Target (%)	2024: Masters Grade Level (%)
Math	5	Wells	ES 1	SPED	11	8	73%	78%	35%	*	*	*	*	*	*	*	*
Reading	3	Wells	ES 1	All	203	191	94%	99%	91%	162	80%	85%	70%	103	51%	56%	42%
Reading	3	Wells	ES 1	Hispanic	41	37	90%	95%	86%	28	68%	73%	63%	17	41%	46%	23%
Reading	3	Wells	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Wells	ES 1	Asian	70	66	94%	99%	97%	59	84%	89%	84%	45	64%	69%	62%
Reading	3	Wells	ES 1	African Am.	29	27	93%	98%	68%	24	83%	88%	45%	11	38%	43%	*
Reading	3	Wells	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Wells	ES 1	White	55	53	96%	100%	92%	43	78%	83%	70%	26	47%	52%	43%
Reading	3	Wells	ES 1	Two or More	8	8	100%	100%	92%	8	100%	100%	58%	*	*	*	*
Reading	3	Wells	ES 1	Eco. Dis.	28	23	82%	87%	88%	18	64%	69%	68%	13	46%	51%	23%
Reading	3	Wells	ES 1	Emergent Bilingual	21	19	90%	95%	85%	13	62%	67%	56%	*	*	*	35%
Reading	3	Wells	ES 1	At-Risk	42	36	86%	91%	84%	23	55%	60%	55%	11	26%	31%	29%
Reading	3	Wells	ES 1	SPED	12	10	83%	88%	56%	7	58%	63%	*	*	*	*	*
Reading	4	Wells	ES 1	All	194	179	92%	97%	97%	143	74%	79%	85%	96	49%	54%	54%
Reading	4	Wells	ES 1	Hispanic	33	29	88%	93%	96%	23	70%	75%	80%	15	45%	50%	41%
Reading	4	Wells	ES 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Wells	ES 1	Asian	62	57	92%	97%	98%	49	79%	84%	90%	34	55%	60%	68%
Reading	4	Wells	ES 1	African Am.	24	22	92%	97%	97%	15	63%	68%	85%	10	42%	47%	33%
Reading	4	Wells	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Wells	ES 1	White	61	58	95%	100%	95%	47	77%	82%	81%	30	49%	54%	57%
Reading	4	Wells	ES 1	Two or More	13	12	92%	97%	100%	8	62%	67%	88%	6	46%	51%	56%
Reading	4	Wells	ES 1	Eco. Dis.	30	27	90%	95%	95%	17	57%	62%	65%	9	30%	35%	30%
Reading	4	Wells	ES 1	Emergent Bilingual	22	17	77%	82%	97%	7	32%	37%	74%	5	23%	28%	29%
Reading	4	Wells	ES 1	At-Risk	66	56	85%	90%	90%	28	42%	47%	64%	16	24%	29%	25%
Reading	4	Wells	ES 1	SPED	17	9	53%	58%	56%	5	29%	34%	31%	*	*	*	*
Reading	5	Wells	ES 1	All	195	186	95%	100%	92%	171	88%	93%	76%	107	55%	60%	52%
Reading	5	Wells	ES 1	Hispanic	39	38	97%	100%	92%	32	82%	87%	69%	15	38%	43%	38%
Reading	5	Wells	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Wells	ES 1	Asian	48	46	96%	100%	96%	44	92%	97%	87%	36	75%	80%	62%
Reading	5	Wells	ES 1	African Am.	23	20	87%	92%	85%	19	83%	88%	53%	7	30%	35%	35%
Reading	5	Wells	ES 1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Wells	ES 1	White	71	69	97%	100%	90%	64	90%	95%	78%	41	58%	63%	52%
Reading	5	Wells	ES 1	Two or More	13	12	92%	97%	94%	11	85%	90%	83%	7	54%	59%	67%
Reading	5	Wells	ES 1	Eco. Dis.	22	19	86%	91%	84%	15	68%	73%	52%	7	32%	37%	34%
Reading	5	Wells	ES 1	Emergent Bilingual	13	12	92%	97%	87%	11	85%	90%	61%	6	46%	51%	35%

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	Wells	ES 1	At-Risk	58	51	88%	93%	80%	44	76%	81%	55%	19	33%	38%	30%
Reading	5	Wells	ES 1	SPED	11	6	55%	60%	46%	*	*	*	19%	*	*	*	*
Science	5	Wells	ES 1	All	195	182	93%	98%	89%	135	69%	74%	63%	91	47%	52%	41%
Science	5	Wells	ES 1	Hispanic	39	38	97%	100%	87%	23	59%	64%	51%	9	23%	28%	31%
Science	5	Wells	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Wells	ES 1	Asian	48	46	96%	100%	90%	37	77%	82%	70%	32	67%	72%	48%
Science	5	Wells	ES 1	African Am.	23	16	70%	75%	79%	10	43%	48%	50%	*	*	*	21%
Science	5	Wells	ES 1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Wells	ES 1	White	71	69	97%	100%	94%	55	77%	82%	67%	38	54%	59%	49%
Science	5	Wells	ES 1	Two or More	13	12	92%	97%	89%	9	69%	74%	67%	7	54%	59%	39%
Science	5	Wells	ES 1	Eco. Dis.	22	18	82%	87%	70%	11	50%	55%	39%	6	27%	32%	18%
Science	5	Wells	ES 1	Emergent Bilingual	13	12	92%	97%	81%	7	54%	59%	42%	5	38%	43%	29%
Science	5	Wells	ES 1	At-Risk	58	47	81%	86%	74%	28	48%	53%	37%	19	33%	38%	22%
Science	5	Wells	ES 1	SPED	11	*	*	*	42%	*	*	*	23%	*	*	*	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 (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.