

Cypress-Fairbanks Independent School District

Wilson Elementary School

2023-2024



Mission Statement

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

Vision

LEAD: **L**earn. **E**mpower. **A**chieve. **D**ream.

Table of Contents

Comprehensive Needs Assessment 4

 Needs Assessment Overview 4

 Student Achievement 6

 School Culture and Climate 7

 Staff Quality, Recruitment, and Retention 8

 Parent and Community Engagement 9

Goals 10

 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. 10

 Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning. 15

 Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics. 18

 Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities. 20

2023-2024 CPOC 21

Addendums 22

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Wilson Elementary is a campus in Houston, Texas. Wilson Elementary opened its doors in 1983. Wilson Elementary is projected to serve 821 students in grades PK-5 during the 2023-2024 school year, which is an increase from the previous year of 772 at the end of the 2022-2023 school year.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

- Benchmark/EOY Data
- Behavior/Discipline Data

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 4, 2023 and again on September 13, 2023 to develop and finalize the CNA. The meetings were held in the library at 4:15pm.

At the first meeting on May 4, 2023, CPOC and principal Kia Willis

- Reviewed campus celebrations
- Reviewed CPOC agenda
- Reviewed Campus Benchmark data
- Reviewed campus discipline data
- CIP Strategy Review
- Needs Assessment
- ESSER and Title 1 Preliminary budgets

At the second meeting on September 13, 2023 CPOC and principal, Kia Willis

- Reviewed Agenda
- Data analysis of STAAR data comparisons from previous campus STAAR data, district, and cluster scores
- Root cause analysis/contributing factors addressing the why behind the problem statement
- Discussed and removed contributing factors out of campus control
- 5 whys
- Strategy
- Reflections
- CIP Targets for 23-24

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 EB and Sped populations are not performing as well as their peers across grade levels. Through the root cause analysis process, we identified need for specific targeted planning and implementation of differentiated small group instruction.

Our second identified priority problem is in the area of student achievement, specifically math and science scores aren't meeting targets. Through the root cause analysis process, we identified need for more engaging lessons and hands-on learning opportunities/experiences for student growth.

Our third identified priority problem is in the area of attendance, specifically staff and student attendance is below 95%. Through the root cause analysis process, we identified need to increase staff and student attendance to 95% or higher by implementing a campus attendance incentive plan.

Student Achievement

Student Achievement Strengths

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

Reading

- 3rd grade ELAR is performing above district in meets and approaches
- 4th grade ELAR showed growth in approaches
- 5th grade ELAR is performing above district in meets and masters
- At-risk population is performing higher than the district and cluster schools in approaches and meets in grades 3,4,5

Math

- 3rd grade math and reading showed growth in meets and approaches
- 4th grade math showed significant growth in meets
- 5th grade math showed growth in meets and approaches

Science

- H population is performing above our cluster schools
- AA population is performing above district and cluster schools
- EB populations is performing above cluster schools

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Science: Our white population of students are performing lower than other subpops. **Root Cause:** Science: need to better manage time to do more hands on investigations and experiments.

Problem Statement 2: Math: EB students are not meeting targets across grade levels. **Root Cause:** Math: need to purposefully plan for differentiation and targeted small group instruction

Problem Statement 3: RLA: EB and SPED populations are performing lower across grade levels **Root Cause:** RLA: need to implement small groups consistently and effectively with fidelity.

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.

- WILSON PRIDE: We are a KIND campus, showing Wilson P.R.I.D.E. every day!
- Staff teaches and models how to show our Wrangler **P.R.I.D.E. Positive. Respect. Integrity. Determination. Empathy**
- Staff intentionally teaches kindness and social skills
- Staff works together to create a positive culture of excellence and hardwork
- Campus safety is a priority and every concern taken seriously
- Implement restorative practices and discipline

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Increase accountability and expectations through consistent use of PBIS and restorative practices. **Root Cause:** Need for consistent professional development for classroom management, restorative practices/discipline, de-escalation strategies, and behavior management.

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.

- Supportive staff and administration
- Safe and positive working environment
- Provides PD Opportunities for staff to grow professionally
- Staff is provided an opportunity to provide input on campus decisions
- Campus provides multiple opportunities for family engagement

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

Parent and Community Engagement

Parent and Community Engagement Strengths

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

- Good community involvement
- Campus provides engaging opportunities for families and the community
- Campus celebrate diversity and provides culturally diverse opportunities
- Positive environment
- Evening events are scheduled so more families can attend

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Increase parent communication **Root Cause:** Provide parents with more campus communication, in a variety of ways, consistently throughout the school year.







Goals





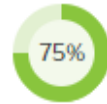







Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.








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: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Teachers will provide engaging, rigorous, student centered, hands-on, interactive learning experiences for all students. Teachers will attend professional development to increase knowledge of curriculum and participate in purposeful planning to focus on differentiation and meeting the needs of all students through small group instruction. Teachers will use tangible items, more visual supports, and create anchor charts with students to provide visual representation to their learning. The campus will provide interventions to students not meeting grade level standards. The instructional team will coach staff on best instructional practices by providing guidance, feedback, modeling, and opportunities to observe colleagues in order to best meet the needs of all students. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Teachers, ISs, Instructional leadership team-including APs and Principal, Interventionists and Paraprofessionals	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Teachers will provide rigorous, engaging, hands-on, interactive lessons to all students. Teachers will use manipulatives, visuals, create anchor charts with students to deepen student understanding. Teachers will intentionally teach students how to purposefully use manipulatives, concrete models, and picture supports to enhance learning. Teachers will attend professional development, collaborate with colleagues, reflect on lessons, and receive feedback from instructional coaches and ISs. Teachers will purposefully plan for differentiated small group lessons and provide interventions to students not meeting grade level standards. Strategy's Expected Result/Impact: Meet or exceed that targets in the attached CIP target tables. Staff Responsible for Monitoring: Teachers, ISs, Instructional Leadership Team-including APs and Principal, Interventionists, and paraprofessionals.	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Teachers will provide engaging, hands-on, rigorous lessons including science experiments and experiences. Teachers will participate in professional development and purposeful planning for differentiation to implement effective strategies that will improve scores and meet the needs of all students. we will provide interventions to students who are not meeting grade level standards. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Teachers, ISS, Instructional Leadership Team-including APs and Principal, and paraprofessionals.	Formative		
	Nov	Feb	May
			
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. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: 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: All students will receive 25- 30 minutes a day of Closing the Gap, for 5 consecutive days. Students who are eligible for reading and math Accelerated Instruction are provided 25-30 min. each day of 5 days a week of specified instruction through Closing the Gap time. At- risk students are invited to math and reading camps and after school tutoring; along with pull out and push in small groups interventions. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Teachers, At-Risk Specialist, Instructional Specialist and Reading Transition Specialist AP's, Principal	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: 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: PALS with CyLakes HS(2nd grade), Wilson Basketball Team, 1st grade Houston Ballet, 5th Grade Pals, Student Council, 5th Grade Choral Festival, Name that Book, Spelling Bee for grades 3-5, College and Career Week, Red Ribbon Week, The Beauty of Wilson (Multicultural PK-5), Wilson Science Fair PK-5, Technology Showcase, Da Vinci Day, GT/Horizon Showcase and Destination Imagination, Math and Reading Camps, tutoring/enrichment programs for grades 2-5, Girls with Pearls, Rising Young Men, Art Club, Choir, Step Team. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Student Council sponsor, PBIS Campus Leaders, Counselors, large group teachers, librarian, counselors, Club Leaders. (Composed of teachers and Admin)	Formative		
	Nov	Feb	May
			














Strategy 7 Details	Formative Reviews		
<p>Strategy 7: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.</p> <p>Strategy's Expected Result/Impact: With Title support Wilson will implement the following measures:</p> <ol style="list-style-type: none"> 1. Salaries- Testing coordinator/techonology, instructional, engagement specialist 2. Temporary Workers-temporary workers will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table. 3. Professional Development-staff will attend professional development to develop a stronger understanding of how to strengthen behavioral and instructional practices. 4. Extended Day Pay-Staff will be paid for after school tutorials 5. Parent Involvement-Staff will be paid to stay for parent involvement nights and supplies and snacks will be purchased to increase community participation in parent involvement events. 6. PBIS Supplies-Students will earn incentives using their PBIS points. An emphasis on positive behaviors will help our campus meet behavior goals specified in the CIP. 7. Online Resources-Students will utilize Brain Pop to assist with classwork and addtional practice at home to help meet or exceed instructional targets. Staff will utilize PBIS rewards program to provide students the opportunity to earn incentives and increase staff use of positive behaviors and restorative practices to meet or exceed campus behavior goals. 8. Consultants/Contract Services-In the garden as well as flex areas, students are provided relevant, hands-on learning experiences to support our science currciulum. <p>Staff Responsible for Monitoring: Teachers, Instructional Leadership Team-including APs and Principal, paraprofessionals, interventionists</p>	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments








Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Extended Instructional Time (Closing the Gaps): Temporary Workers will be hired to work with students to improve their academic performance. Strategy's Expected Result/Impact: By providing intervention for students in reading and math, we expect to increase our scores by 3% in our approaches, meets and masters groups. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Before/After School Tutoring/Saturday Campus: Provide additional instruction for students struggling to meet the gaps created by COVID-19. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached data table Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Development: Provide staff with trainings to enhance direct instruction and small group intervention Strategy's Expected Result/Impact: students will meet or exceed targets on the attached data table Staff Responsible for Monitoring: principal	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 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. At-Risk funding to support this performance objective is allocated to purchase materials and supplies for at-risk students in tutoring, campus and intervention groups.

Evaluation Data Sources: STAAR Data
Summative Evaluation: Exceeded Objective











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

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

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

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

Summative Evaluation: Exceeded Objective











Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Train all faculty and staff on Emergency Operations Plan and Crisis protocols. Train staff and parents on safety language and procedures (i.e. Lockout, Lockdown, Shelter, Hold, etc.) Inform staff and parents of the reunification process and procedures. Have plan in place for campus notification and make staff and parents aware of the messaging system, if ever there were an emergency. Train front office staff on receptionist and front desk expectations, customer service and role in an emergency Strategy's Expected Result/Impact: Create opportunities to rehearse procedures in case of an emergency. Create a safe learning and working environment for all students, faculty and staff. Increase safety drill language and expectations. Staff Responsible for Monitoring: Principal EOP Coordinator (AP) All staff	Formative		
	Nov	Feb	May
			
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. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal EOP (AP)	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
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, BC, At-Risk	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline practices.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Exceeded 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. At Wilson we will implement Project Safety Lessons, Guidance lessons, and our campus will continue to implement Kindness Lessons. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Counselors, Behavior Coach, APs, Principal	Formative		
	Nov	Feb	May
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. At Wilson, we will implement the following strategies to support Restorative Discipline: Orientations for new students Project Safety, daily class meetings Tipline Digisafe Student Code of Conduct Meetings Consistent communication with families Work with parents on parenting skills and technology awareness. Provide staff with restorative practices training and classroom management Professional Development. Participate in PBIS Student club opportunities Wilson Student Pledge and Wilson Student Handbook (PBIS) PALS Community Mentors Round Up Wranglers-staff mentors Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Behavior Coach, APs, Principal	Formative		
	Nov	Feb	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 20%.

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: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 20%. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 20%. Staff Responsible for Monitoring: AP, Principal	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 98% of teachers will receive job targeted professional development based on identified needs.

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

Summative Evaluation: Exceeded Objective








Strategy 1 Details		Formative Reviews		
Strategy 1: High-Quality Professional Development: Provide campus purposeful professional development targeted to our specific campus needs: Differentiation, Meeting the needs of all students through Small Groups, Using technology to create more engaging lessons, Serving students with disabilities. Strategy's Expected Result/Impact: Campus teaching and implementing strategies to help all students learn in a safe environment. Instruction will be rigorous and engaging for all students Staff Responsible for Monitoring: AP's, IS's, Teacher, At-Risk, Instructional Leadership Team, Principal		Formative		
		Nov	Feb	May
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 10%.

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: Our campus will utilize social media, the campus website and fliers to communicate events and opportunities for visiting and volunteering on the campus. Parents will have an opportunity to work in conjunction with the school and have a home/school partnership. Create a partnership with parents to build stronger, long lasting relationships. 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%. Staff Responsible for Monitoring: Principal Title I Specialist Campus Secretary	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

2023-2024 CPOC

Committee Role	Name	Position
Parent	Randean Williams	Parent 3
Classroom Teacher	Sachdeep Kour	PK Teacher
Classroom Teacher	Malia Nace	Kinder Teacher
Other School Leader (Nonteaching Professional) #4	Nicola Polk	At-Risk Specialist
Other School Leader (Nonteaching Professional) #3	Alexander London	Behavior Coach
Paraprofessional #2	Jackie Matusek	PE para
Paraprofessional #1	Rae Anderson	Campus Administrative Assistant
Business Representative #2	Patrika Romano	Business Representative #2
Business Representative #1	Jonathan Zelaya	Business Representative #1
Community Member #2	Janet Balboni	Community Member #2
Community Member #1	Trix Hensley	Community Member #1
Parent #2	Susan Martin	Parent #2
Parent #1	Tyler Payton	Parent #1
Administrator (LEA) #2	Autumn Kincade	AP
Administrator (LEA) #1	Emily Simmons	AP
Other School Leader (Nonteaching Professional) #2	Carly Chambers	IS
Other School Leader (Nonteaching Professional) #1	Amanda Ochoa	IS
Teacher #8	Nicole Doolittle	Sped Teacher
Teacher #7	Laura Martin	Interventionist
Teacher #6	Jana Collins	large group teacher
Teacher #5	Karen Rodriguez	5th grade teacher
Teacher #4	Angela Tamez	4th grade teacher
Teacher #3	Shauntey Smith	3rd grade teacher
Teacher #2	Michelle Fairbanks	2nd grade teacher
Teacher #1	Zenitha Ram	1st grade teacher
Principal	Kia Willis	Principal

Addendums

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					2023												
					#	#	%	%		#	%	%		#	%	%	
Math	3	Wilson	ES 4	All	93	67	72%	76%	63%	34	37%	40%	35%	9	10%	12%	11%
Math	3	Wilson	ES 4	Hispanic	41	29	71%	75%	64%	16	39%	42%	36%	*	*	*	17%
Math	3	Wilson	ES 4	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Wilson	ES 4	Asian	11	9	82%	85%	67%	6	55%	58%	39%	*	*	*	*
Math	3	Wilson	ES 4	African Am.	18	10	56%	60%	45%	*	*	*	28%	*	*	*	*
Math	3	Wilson	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Wilson	ES 4	White	18	15	83%	88%	92%	9	50%	55%	50%	*	*	*	*
Math	3	Wilson	ES 4	Two or More	4	*	*	*	71%	*	*	*	*	*	*	*	*
Math	3	Wilson	ES 4	Eco. Dis.	55	36	65%	70%	57%	15	27%	33%	24%	*	*	*	6%
Math	3	Wilson	ES 4	Emergent Bilingual	12	7	58%	63%	45%	*	*	*	*	*	*	*	*
Math	3	Wilson	ES 4	At-Risk	30	20	67%	70%	42%	9	30%	34%	15%	*	*	*	*
Math	3	Wilson	ES 4	SPED	10	5	50%	53%	25%	*	*	*	*	*	*	*	*
Math	4	Wilson	ES 4	All	139	87	63%	70%	61%	57	41%	47%	28%	15	11%	16%	13%
Math	4	Wilson	ES 4	Hispanic	62	33	53%	60%	62%	16	26%	32%	25%	*	*	*	*
Math	4	Wilson	ES 4	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Wilson	ES 4	Asian	18	15	83%	87%	75%	10	56%	60%	56%	5	28%	33%	31%
Math	4	Wilson	ES 4	African Am.	23	15	65%	70%	42%	9	39%	45%	*	*	*	*	*
Math	4	Wilson	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Wilson	ES 4	White	28	19	68%	72%	69%	17	61%	66%	44%	*	*	*	31%
Math	4	Wilson	ES 4	Two or More	8	5	63%	67%	*	5	63%	67%	*	*	*	*	*
Math	4	Wilson	ES 4	Eco. Dis.	98	57	58%	63%	55%	33	34%	40%	20%	8	8%	13%	*
Math	4	Wilson	ES 4	Emergent Bilingual	15	6	40%	50%	52%	*	*	*	24%	*	*	*	*
Math	4	Wilson	ES 4	At-Risk	77	36	47%	55%	42%	17	22%	30%	18%	*	*	*	*
Math	4	Wilson	ES 4	SPED	16	*	*	*	38%	*	*	*	*	*	*	*	*
Math	5	Wilson	ES 4	All	118	93	79%	84%	71%	54	46%	51%	44%	17	14%	19%	11%
Math	5	Wilson	ES 4	Hispanic	56	41	73%	77%	64%	22	39%	43%	37%	8	14%	18%	*
Math	5	Wilson	ES 4	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Wilson	ES 4	Asian	17	17	100%	100%	88%	14	82%	85%	59%	6	35%	39%	29%
Math	5	Wilson	ES 4	African Am.	23	18	78%	82%	68%	8	35%	40%	36%	*	*	*	*
Math	5	Wilson	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Wilson	ES 4	White	15	12	80%	87%	80%	7	47%	55%	55%	*	*	*	*
Math	5	Wilson	ES 4	Two or More	6	5	83%	86%	86%	*	*	*	71%	*	*	*	*
Math	5	Wilson	ES 4	Eco. Dis.	82	62	76%	80%	64%	31	38%	43%	36%	7	9%	13%	6%
Math	5	Wilson	ES 4	Emergent Bilingual	25	16	64%	70%	45%	7	28%	35%	*	*	*	*	*
Math	5	Wilson	ES 4	At-Risk	82	59	72%	77%	55%	28	34%	38%	27%	7	9%	13%	7%

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					2023												
					#	#	%	%		#	%	%		#	%	%	
Math	5	Wilson	ES 4	SPED	16	8	50%	55%	29%	*	*	*	*	*	*	*	*
Reading	3	Wilson	ES 4	All	90	79	88%	92%	72%	58	64%	67%	54%	19	21%	25%	25%
Reading	3	Wilson	ES 4	Hispanic	40	34	85%	88%	72%	24	60%	63%	55%	6	15%	20%	28%
Reading	3	Wilson	ES 4	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Wilson	ES 4	Asian	10	9	90%	93%	78%	7	70%	73%	67%	5	50%	54%	28%
Reading	3	Wilson	ES 4	African Am.	17	15	88%	92%	55%	10	59%	62%	31%	*	*	*	*
Reading	3	Wilson	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Wilson	ES 4	White	18	16	89%	92%	100%	13	72%	75%	75%	8	44%	48%	*
Reading	3	Wilson	ES 4	Two or More	4	*	*	*	71%	*	*	*	71%	*	*	*	*
Reading	3	Wilson	ES 4	Eco. Dis.	52	43	83%	87%	63%	30	58%	61%	46%	5	10%	15%	17%
Reading	3	Wilson	ES 4	Emergent Bilingual	11	8	73%	77%	55%	5	45%	50%	36%	*	*	*	*
Reading	3	Wilson	ES 4	At-Risk	28	22	79%	84%	48%	16	57%	60%	35%	*	*	*	12%
Reading	3	Wilson	ES 4	SPED	10	6	60%	63%	45%	*	*	*	30%	*	*	*	*
Reading	4	Wilson	ES 4	All	139	111	80%	83%	86%	67	48%	53%	63%	24	17%	22%	28%
Reading	4	Wilson	ES 4	Hispanic	62	47	76%	80%	87%	24	39%	45%	58%	5	8%	12%	24%
Reading	4	Wilson	ES 4	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Wilson	ES 4	Asian	18	15	83%	86%	94%	10	56%	60%	75%	6	33%	37%	50%
Reading	4	Wilson	ES 4	African Am.	23	21	91%	95%	74%	12	52%	57%	47%	*	*	13%	*
Reading	4	Wilson	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Wilson	ES 4	White	28	23	82%	86%	88%	16	57%	62%	76%	8	29%	35%	41%
Reading	4	Wilson	ES 4	Two or More	8	5	63%	67%	*	5	63%	67%	*	*	*	*	*
Reading	4	Wilson	ES 4	Eco. Dis.	98	76	78%	82%	84%	39	40%	43%	55%	12	12%	18%	19%
Reading	4	Wilson	ES 4	Emergent Bilingual	15	9	60%	64%	88%	5	33%	40%	48%	*	*	*	*
Reading	4	Wilson	ES 4	At-Risk	77	56	73%	77%	79%	27	35%	40%	45%	5	6%	12%	11%
Reading	4	Wilson	ES 4	SPED	16	7	44%	50%	50%	*	*	*	*	*	*	*	*
Reading	5	Wilson	ES 4	All	116	97	84%	89%	81%	75	65%	70%	62%	42	36%	40%	32%
Reading	5	Wilson	ES 4	Hispanic	56	45	80%	85%	87%	36	64%	69%	63%	21	38%	41%	25%
Reading	5	Wilson	ES 4	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Wilson	ES 4	Asian	17	16	94%	98%	82%	14	82%	86%	65%	9	53%	57%	35%
Reading	5	Wilson	ES 4	African Am.	21	17	81%	87%	75%	13	62%	67%	54%	7	33%	36%	36%
Reading	5	Wilson	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Wilson	ES 4	White	15	12	80%	85%	70%	8	53%	70%	65%	*	*	*	40%
Reading	5	Wilson	ES 4	Two or More	6	6	100%	100%	71%	*	*	*	71%	*	*	*	*
Reading	5	Wilson	ES 4	Eco. Dis.	81	65	80%	84%	76%	49	60%	65%	54%	23	28%	33%	25%
Reading	5	Wilson	ES 4	Emergent Bilingual	25	15	60%	70%	65%	8	32%	40%	30%	5	20%	25%	*

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	▪ Amira Suite
▪ Scholastic Literacy Pro	▪ HMH Suite
▪ Scholastic Storyworks (2 nd -5 th)	▪ Library Resources
▪ Boost Reading	▪ Schoology
 - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
 - Utilize only after explicit and systematic instruction of literacy processes has occurred and not in place of first instruction

Mathematics

- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using ST Math Puzzle Talks, Number Talks, Math Talks, CFISD Fact Fluency Plan, ORIGO Box of Facts, and other content conversation routines.
 - "Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
 - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 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.