

Cypress-Fairbanks Independent School District

Walker Elementary School

2024-2025

Mission Statement

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

Vision

Doing What's Best For Kids

Positive * Safe * Engaging

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Instructional Specialists and interventionists will help align and provide training in effective strategy groups and phonics instruction to ensure direct instruction is properly planned for students in grades PK-5. Classroom data will be used to design specific plans to intensify lessons for specific groups of students.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Teachers, Assistant Principals and Principal.</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Instructional Specialists and Interventionists will help align and plan lessons that allow for real world connections, higher level learning opportunities, enhanced vocabulary, calculation practice, comprehension, fact fluency and focused number sense lessons by incorporating daily content conversations. Focus also on helping students use purposeful strategies when choosing appropriate operations.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Teachers, Assistant Principals and Principal.</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Instructional Specialists and teachers will ensure alignment for learning vocabulary in the science classrooms while learning and applying the new Texas Science TEKS.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Teachers, Assistant Principals and Principal.</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: PE teacher and Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>1. Salaries - Reading Interventionists will provide extra support in reading classrooms with a focus on phonics and comprehension for students that are in need. 1st and 5th grade Class Size Reduction will be able to provide students a smaller and more intensive learning environment that specifically targets academic needs. Behavior Coach will be able to provide students and staff assistance with engaging lessons that allow for hands on learning while implementing social skills and emotional regularity.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Teachers, Assistant Principals and Principal.</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: We will maintain a monitoring notebook to document individual students' progress.</p> <p>Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily.</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: We will maintain a monitoring notebook to document individual students' progress.</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

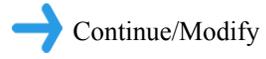
Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum).</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	



No Progress



Accomplished



Continue/Modify



Discontinue

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives.</p> <p>Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.</p> <p>Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math teachers will model and expect students to use a problem-solving process.</p> <p>Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners.</p> <p>Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook.</p> <p>Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS.</p> <p>Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 6: District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

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

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
<p>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</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	
Strategy 2 Details	Formative Reviews		
<p>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</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>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. More natural consequences and limit time away from initial classroom instruction.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Community Circles will be done every Monday in homeroom classes. Topics will be based on need and discipline data.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Counselors, Behavior Interventionist, Assistant Principals and Principal.</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey.</p> <p>Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 15%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

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

Goal 7: District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: District Professional Development and specific campus based ongoing staff development through Vertical Team Meetings.</p> <p>Strategy's Expected Result/Impact: Vertically aligned campus in all subject areas. Providing teachers with opportunities to successfully navigate digital learning and future ready skills.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals and Principal.</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 35%.

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

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

CPOC

Committee Role	Name	Position
Other School Leader	Maggie Mercillott	Behavior Coach
Teacher #9	Sarah Zemanek	ECSE Teacher
Principal	Kimberly Dameron	Principal (there is only one principal)
Teacher #1	Teri Goins	ECSE Teacher
Teacher #2	Meghan Thomas	Kindergarten Teacher
Teacher #3	Michele Applegate	1st grade Teacher
Teacher #4	Christy Whiddon	2nd grade Teacher
Teacher #5	Vanessa Pesina	3rd grade Teacher
Teacher #6	Juan Lemus	4th grade Teacher
Teacher #7	Christine Clark	5th grade Teacher
Teacher #8	Regina Mabry	Music Teacher
Teacher	Lisa King	Resource Teacher
Other School Leader (Nonteaching Professional) #1	Jenny Mace	Interventionist
Other School Leader (Nonteaching Professional) #2	Ashley Clayburn	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Stephanie Cook	Other School Leader (Nonteaching Professional)
Other School Leader (Nonteaching Professional) #4	Cindy Hancock	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional)	Jessica Zlatich	Other School Leader (Nonteaching Professional) #3
Paraprofessional #2	Fahrije Baca	Paraprofessional #2
Administrator (LEA) #1	Nanette Carroll	Administrator (LEA) #1
Administrator (LEA) #2	Toy Blair	Administrator (LEA) #2
Parent #1	Parent #1	Parent #1
Parent #2	Parent #2	Parent #2
Community Member #1	Sam Fowler	Community Member #1
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	Sam Fowler	Business Representative #1
Business Representative #2	Business Representative #2	Business Representative #2

Addendums

Campus Walker

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	75%	77%	79%	81%	83%
Meets or Above	44%	47%	50%	53%	56%
Masters Grade Level	16%	19%	22%	25%	28%

2024-25	Target Check
76%	Met District Strategic Target
46%	Met District Strategic Target
16%	Met District Strategic Target

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

*Note that student groups less than 5 are masked to protect the small group privacy.

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count	2024 Approaches or Above	2025 Approaches Target	2025 Approaches or Above	2024 Meets or Above	2025 Meets Target	2025 Meets or Above	2024 Masters Grade Level	2025 Masters Target	2025 Masters Grade Level
					2025									
					#									
Reading	3	Walker	ESS	All	154	83%	86%	79%	57%	61%	57%	20%	25%	27%
Reading	3	Walker	ESS	Hispanic	77	81%	82%	76%	53%	55%	51%	16%	18%	22%
Reading	3	Walker	ESS	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Reading	3	Walker	ESS	Asian	9	100%	100%	88%	*	89%	75%	*	22%	*
Reading	3	Walker	ESS	African Am.	55	86%	87%	77%	61%	62%	61%	29%	31%	34%
Reading	3	Walker	ESS	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	3	Walker	ESS	White	7	92%	100%	100%	75%	86%	83%	*	29%	*
Reading	3	Walker	ESS	Two or More	5	71%	80%	100%	*	60%	*	*	40%	*
Reading	3	Walker	ESS	Eco. Dis.	102	85%	86%	81%	57%	58%	56%	21%	22%	24%
Reading	3	Walker	ESS	EB	55	78%	80%	65%	48%	49%	40%	*	18%	15%
Reading	3	Walker	ESS	At-Risk	87	75%	76%	70%	47%	48%	46%	12%	14%	20%
Reading	3	Walker	ESS	SPED	26	70%	73%	33%	41%	42%	*	*	19%	*
Reading	4	Walker	ESS	All	165	80%	82%	87%	43%	48%	52%	9%	15%	24%
Reading	4	Walker	ESS	Hispanic	87	85%	86%	91%	42%	43%	49%	7%	11%	21%
Reading	4	Walker	ESS	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Reading	4	Walker	ESS	Asian	9	*	100%	88%	*	89%	*	*	22%	*
Reading	4	Walker	ESS	African Am.	46	70%	72%	83%	38%	39%	56%	*	11%	28%
Reading	4	Walker	ESS	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	4	Walker	ESS	White	15	*	100%	100%	*	67%	75%	*	33%	*
Reading	4	Walker	ESS	Two or More	7	*	100%	*	*	71%	*	*	29%	*
Reading	4	Walker	ESS	Eco. Dis.	121	81%	82%	87%	38%	39%	49%	6%	8%	19%
Reading	4	Walker	ESS	EB	58	76%	78%	91%	33%	34%	44%	*	9%	18%
Reading	4	Walker	ESS	At-Risk	77	73%	74%	85%	31%	32%	43%	*	6%	13%
Reading	4	Walker	ESS	SPED	32	50%	53%	72%	*	31%	28%	*	3%	*
Reading	5	Walker	ESS	All	155	76%	77%	76%	51%	54%	58%	28%	31%	30%
Reading	5	Walker	ESS	Hispanic	82	78%	79%	80%	53%	55%	61%	34%	35%	30%
Reading	5	Walker	ESS	Am. Indian	0	*	*	*	*	*	*	*	*	*
Reading	5	Walker	ESS	Asian	6	*	100%	*	*	83%	*	*	67%	*
Reading	5	Walker	ESS	African Am.	57	73%	74%	69%	42%	44%	51%	13%	16%	24%
Reading	5	Walker	ESS	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	5	Walker	ESS	White	5	77%	80%	*	62%	80%	*	*	60%	*
Reading	5	Walker	ESS	Two or More	5	*	100%	100%	*	80%	100%	*	60%	*
Reading	5	Walker	ESS	Eco. Dis.	108	73%	74%	71%	50%	51%	54%	26%	27%	25%
Reading	5	Walker	ESS	EB	50	66%	68%	64%	38%	40%	39%	19%	20%	16%
Reading	5	Walker	ESS	At-Risk	92	71%	72%	64%	40%	41%	45%	20%	21%	21%
Reading	5	Walker	ESS	SPED	30	47%	50%	38%	*	33%	21%	*	13%	*
Math	3	Walker	ESS	All	154	66%	70%	64%	34%	38%	33%	9%	11%	17%
Math	3	Walker	ESS	Hispanic	77	65%	66%	63%	28%	30%	33%	*	6%	18%
Math	3	Walker	ESS	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Math	3	Walker	ESS	Asian	9	100%	100%	88%	83%	89%	*	*	22%	*

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count	2024 Approaches or Above	2025 Approaches Target	2025 Approaches or Above	2024 Meets or Above	2025 Meets Target	2025 Meets or Above	2024 Masters Grade Level	2025 Masters Target	2025 Masters Grade Level
					2025									
					#	%	%	%	%	%	%	%	%	
Math	3	Walker	ESS	African Am.	55	64%	65%	60%	32%	33%	31%	*	9%	15%
Math	3	Walker	ESS	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	3	Walker	ESS	White	7	75%	86%	100%	50%	57%	*	*	29%	*
Math	3	Walker	ESS	Two or More	5	*	100%	*	*	80%	*	*	40%	*
Math	3	Walker	ESS	Eco. Dis.	102	68%	69%	64%	36%	37%	30%	6%	10%	15%
Math	3	Walker	ESS	EB	55	70%	71%	60%	30%	31%	40%	*	9%	20%
Math	3	Walker	ESS	At-Risk	87	66%	67%	57%	33%	34%	29%	8%	10%	12%
Math	3	Walker	ESS	SPED	26	48%	50%	42%	22%	23%	*	*	4%	*
Math	4	Walker	ESS	All	165	70%	76%	67%	39%	45%	41%	10%	11%	18%
Math	4	Walker	ESS	Hispanic	87	76%	77%	68%	41%	43%	46%	*	11%	17%
Math	4	Walker	ESS	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Math	4	Walker	ESS	Asian	9	100%	100%	100%	*	89%	63%	*	22%	*
Math	4	Walker	ESS	African Am.	46	54%	57%	61%	27%	30%	28%	*	4%	11%
Math	4	Walker	ESS	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	4	Walker	ESS	White	15	*	100%	88%	*	67%	63%	*	13%	50%
Math	4	Walker	ESS	Two or More	7	*	100%	*	*	71%	*	*	14%	*
Math	4	Walker	ESS	Eco. Dis.	121	66%	67%	65%	37%	38%	39%	5%	7%	17%
Math	4	Walker	ESS	EB	58	79%	81%	65%	43%	45%	42%	12%	14%	15%
Math	4	Walker	ESS	At-Risk	77	62%	64%	60%	33%	35%	34%	7%	9%	15%
Math	4	Walker	ESS	SPED	32	38%	41%	50%	*	19%	31%	*	3%	14%
Math	5	Walker	ESS	All	155	73%	75%	79%	48%	50%	48%	12%	13%	20%
Math	5	Walker	ESS	Hispanic	82	72%	73%	83%	49%	54%	54%	11%	12%	18%
Math	5	Walker	ESS	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	5	Walker	ESS	Asian	6	*	100%	100%	*	83%	*	*	17%	*
Math	5	Walker	ESS	African Am.	57	69%	70%	71%	36%	37%	36%	*	9%	17%
Math	5	Walker	ESS	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	5	Walker	ESS	White	5	85%	100%	*	69%	80%	*	38%	40%	*
Math	5	Walker	ESS	Two or More	5	*	100%	100%	*	80%	*	*	40%	*
Math	5	Walker	ESS	Eco. Dis.	108	71%	72%	76%	43%	44%	40%	12%	13%	14%
Math	5	Walker	ESS	EB	50	55%	56%	77%	38%	40%	34%	*	20%	16%
Math	5	Walker	ESS	At-Risk	92	65%	66%	70%	37%	39%	35%	7%	8%	14%
Math	5	Walker	ESS	SPED	30	42%	43%	48%	*	20%	17%	*	3%	*
Science	5	Walker	ESS	All	155	54%	58%	71%	18%	24%	36%	5%	9%	11%
Science	5	Walker	ESS	Hispanic	82	58%	63%	75%	20%	21%	36%	*	7%	8%
Science	5	Walker	ESS	Am. Indian	0	*	*	*	*	*	*	*	*	*
Science	5	Walker	ESS	Asian	6	*	83%	*	*	67%	*	*	17%	*
Science	5	Walker	ESS	African Am.	57	33%	40%	68%	*	18%	32%	*	9%	10%
Science	5	Walker	ESS	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Science	5	Walker	ESS	White	5	92%	100%	*	46%	60%	*	*	20%	*
Science	5	Walker	ESS	Two or More	5	*	100%	*	*	60%	*	*	20%	*
Science	5	Walker	ESS	Eco. Dis.	108	52%	53%	68%	16%	18%	32%	4%	6%	5%
Science	5	Walker	ESS	EB	50	51%	52%	66%	15%	18%	18%	*	4%	*
Science	5	Walker	ESS	At-Risk	92	48%	50%	64%	12%	14%	23%	*	5%	7%
Science	5	Walker	ESS	SPED	30	42%	43%	48%	*	20%	17%	*	3%	*

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.

2024-2025 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
 - Achieve 3000
 - 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 and other content conversation and fluency 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, Performance Matters, 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 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.