Cypress-Fairbanks Independent School District

Wilson Elementary School

2022-2023

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Academic Growth

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.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: **EXPLAIN THE PROCESS OF YOUR COMPREHENSIVE NEEDS ASSESSMENT. YOU MUST REFERENCE WHAT YOU DID IN MAY 2022 AND THEN WHAT YOU DID ONCE THE 2022-23 SCHOOL YEAR BEGAN.**

The comprehensive needs assessment was reviewed and/or revised on the following dates: **YOU MUST INCLUDE YOUR MAY CPOC DATE AND THE DATE YOU WORKED ON THE COMPREHENSIVE NEEDS ASSESSMENT AT THE BEGINNING OF THE 2022-23 SCHOOL YEAR.**

In summary, the comprehensive needs assessment denotes the following: **WRITE A BRIEF SUMMARY OF THE MAJOR FINDINGS OF YOUR NEEDS ASSESSMENT.**

The comprehensive needs assessment was used to develop the goals, performance objectives, and strategies in the remainder of this campus improvement plan.

Title I, Part A Schoolwide Program Element 2: Schoolwide Program Plan/Campus Improvement Plan: The campus improvement plan was developed with involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. In Cypress-Fairbanks ISD, the committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC). The list of committee members and their roles are included at the back of the Campus Improvement Plan.

The Campus Performance Objective Council (CPOC) met on **TYPE IN MAY 2022 CPOC MEETING DATE** and **TYPE IN THE 2022-23 BEGINNING OF YEAR MEETING DATE HERE** to develop the CNA and the strategies. Those meetings were held in the **TYPE IN THE LOCATION OF THE MEETINGS** starting at **TYPE IN THE TIME THE MEETINGS BEGAN**. Documentation of the process includes meeting minutes, PowerPoint and/or supporting documents, and sign in sheets. The list of stakeholders involved (including their roles) is included at the back of the Campus Improvement Plan.

During the meetings we: **IN A PARAGRAPH FORM, DENOTE WHAT OCCURRED DURING THE MEETINGS. MAKE SURE TO REFERENCE REVIEW OF DATA AND CONDUCTING THE NEEDS ASSESSMENT. ALSO INCLUDE HOW STRATEGIES WERE DETERMINED.**

Based on feedback from the committee, the campus has the following priorities for the current school year: **LIST TWO OR THREE PRIORITIES BASED ON THE NEEDS ASSESSMENT FOR THIS SCHOOL YEAR. THESE PRIORITIES SHOULD HAVE SPECIFIC STRATEGIES LISTED UNDER GOAL 1, PERFORMANCE OBJECTIVE 1.**

The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

The campus improvement plan is available to the local education agency, parents, and the public, and information contained in the plan is in an understandable and uniform format and, to the extent practicable provided in a language parents can understand. It is written in English and translated into Spanish and other languages based on the following Language Access Plan for Title I Campuses:

In accordance with Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act, this procedure establishes guidelines for providing language accessible services to individuals that are limited English proficient.

All Title I Campuses shall have all written and oral communication services readily available in English and Spanish.

When 25% of a Cypress-Fairbanks ISD Title I campuses home language data shows that the common form of communication is a language other than English or Spanish, the campus will provide the following documents translated to the common language:

- *Registration and Enrollment Forms*
- *Progress Reports*
- *Report Cards*
- *Campus Improvement Plans*
- *School-Parent Compact*
- *Parent Engagement Policy*

Individual campuses may provide other documents translated in a language accessible to their community based upon campus needs. All documents will be translated upon request. Verbal translation in Spanish is available at all Cypress-Fairbanks ISD campuses. The entire Cypress-Fairbanks ISD website, including attachments and links, is translated into Spanish. Other translations may be provided upon request.

The Campus Improvement Plan is made available to parents on the campus website, the district website, and the front office

Title I, Part A Schoolwide Program Element 3: Annual Evaluation of the Schoolwide Program Plan

The third required element of a Title I Schoolwide Program is annually evaluating the schoolwide plan, using data from the State's assessment, or other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest achieving students.

The annual evaluation will occur during CPOC meetings in May using currently available data. Then the evaluation will be reviewed in August in light of STAAR data becoming available in the summer and any needed adjustments will be made at that time.

Student Achievement

Student Achievement Strengths

We are very proud of the success that our STAAR Data revealed of our students. Our student strengths are revealed in the Reading STAAR Data in grades 3-5. Third grade (all) students performed at 87% in 3rd grade reading, which is a 12% increase from the previous school year. There was growth shown in the following subpops Hispanic 82% a 6% increase, African American 90% with a 22% increase, White 87% with a 40% increase, ED performed at 82% with an 11% increase, Lep Current at 60% at a 10% increase and At-Risk at 82% with a 15% increase.

Fourth grade students also showed significant growth on STAAR for the 2021-22 school year. All 4th grade students were at 78% which was a growth difference of 12%. Growth in the following subpopulations are as follows: Hispanic (71%) a 10% increase from the previous year, Asian (100%) a 24% increase, ED 75% an 18 increase, LEP Current (52% a 7% increase), At-Risk (71% an 8% increase and Special Education at 50% a 5% increase from the previous school year.

The 5th grade students also showed significant growth on STAAR for the 2021-22 school year in the following subpopulation: All students performed a 84% an increase from the previous year of 7%. Our Hispanic (82%, 2% increase), Asian (84%, 15% increase), African American (76%, 20% increase), White 95%, 16% increase, ED (80%, 8% increase),LEP 71%, 36% increase, AT Risk 83%, 12% and Sped 69% with a 44% increase from the previous year.

We also have strengths in math. STAAR reveals in math that growth was made in all grade levels (3-5) and that the following subpopulations made significant growth:

In third grade, students in the Hispanic, AA, White, ED, and At Risk populations each subpop showing growth of at least 2% or greater.

In fourth grade (all) students showed growth by 22% from the previous school year. The following subpops made significant growth: 26% growth with our Hispanic population, 23% growth Asian, students performed at 91%, AA 32% increase, White 5% increase, ED 21% increase, LEP Current 18% increase, At-Risk 20% increase, SpEd 9% increase.

STAAR 5th Grade reading reveals the following areas of strength and growth: All students performed at 74% with a 2% increase. Asian 12% increase from the previous year, performing at 89%, AA had a 6% increase, performing at 62%, White at an 8% increase, performing at 82%, ED with a 3% increase growing to a 70% from the previous school year and Special Education growing by 23%.

Growth was revealed in the following subpops on the Science STAAR: Asian increased by 10%, AA increased by 21%, White increase by 11%, Lep Current increased by 18%. At-Risk students increased by 3% and Special Education, increased by 45%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Science: LEP and Sped students performed lower than all other subpops.   **Root Cause:** Science: Strategic plans must be designed in such a way that is purposeful and intentional.

Problem Statement 2: Math: Hisp. AA, ED, LEP, AT-Risk, SpED students performed lower than other subpops.   **Root Cause:** Math: Instructors must scaffold student learning so that comprehensible input is attained. Scaffolding may include word walls, creating and using interactive math notebooks, and small group targeted instruction.

Problem Statement 3: RLA: Students in the LEP, At-Risk and Special Education subpopulation performed lower than the other students in other subpopulations.   **Root Cause:** RLA: Instruction needs to include small group instruction, read alouds with accountable talk, think, pair share and more rigorous and relevant substance to broaden, deepen reading comprehension.

Problem Statement 4: Students are beginning the 2022-23 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 strength of our campus rests on the unity that we take PRIDE in being a Wilson Wrangler. Our teachers and staff teach students about Positivity, Respect, Integrity, Determination and Empathy . Our campus also teaches students about kindness with intentionally. As a staff we work together to increase daily student attendance and student campus safety. We also work as a school to implement best practices for restorative discipline.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: : Increase restorative practice strategies to build solid relationships with students and to promote a more positive staff response with all students. **Root Cause:** School Culture and Climate: There is a need to professional development regarding classroom management, restorative practice/discipline and behavior management.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

In 2021-22, the Wilson Elementary staff reported, through the Employee Perception Survey, both teachers and paras, that opportunities exist for the staff to think for themselves at 96%. The professional growth opportunities on campus exist at 93% and the staff believes that their job responsibilities is directly related to their jobs at 93%. Our staff shared that information is available to help them to do their jobs effectively at 93%. The staff also shared that there is encouragement to collaborate at 93%. The results are indicative of the philosophy that exist at Wilson. Responsible autonomy and constructive feedback is encouraged, along with critical thinking, problem solving and decision making, which is also encouraged, affirmed and required for the success of our staff.

On our campus we have had the opportunity to secure teachers who are either fully certified or working through an ACP program to attain their certification. When substitutes (long-term) are added to the campus, we have a built in support system, through Wilson Wrangler University, that helps to acclimate at support our substitutes regarding curriculum, discipline, expectations, etc.

Over 50% of the staff at Wilson Elementary returned the following school year.

Staff Quality, Recruitment, and Retention Strengths

The Wilson staff has reported that our campus is inclusive and has high regards for professionally developing all staff. Instructional Specialist, Assistant Principals and Principals participated in an on demand coaching professional development through Sibme in the fall of 2021-22 to better coach and support teachers and instruction. Garland Linkenhoger also provides training each quarter to the teachers for math and attends their planning to provide feedback and guidance.

Our campus is provides "The Wilson Way Blueprint" for instruction for our administrators and teachers in a professional small group. Teachers are provided collaborative planning 2 times a week to share ideas, brainstorm, review data and engage in supportive sessions with one another for well designed lessons.

Our staff is celebrated and appreciated regularly for their efforts in providing quality instruction, keeping students safe and remaining professional.

Our staff is provided opportunity to have input and to discuss their input with campus leaders and various teams (i.e. Vertical Teams, CPOC, Leadership Team), staff surveys, team meetings and planning sessions.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

Parent and Community Engagement

Parent and Community Engagement Strengths

Wilson has increased communication as a school and built a stronger relationship between teachers and parent.

We provide opportunities that are engaging for both the children, parent and community.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Increase parent communication.   **Root Cause:** Parent and Community Engagement: Provide parents with more communication from the campus consistently throughout the 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 June 2023 students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

    Evaluation Data Sources: STAAR Reading, Writing, Math and Science results

    Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Wilson teachers will provide engaging, rigorous, relevant and student centered/driven, interactive learning experiences for all students. Teachers will attend Campus Professional Development and Reading based PLC's. Wilson teachers will provided extended day tutorials to intervene for students who are at-risk of not meeting district standards, IRL and STAAR. Teachers will create intentional lessons geared to elevate critical oral language development in reading, writing, listening and speaking. Instructional specialist will provide training opportunities and family involvement experiences focused around literacy. Instructional Specialist will coach teachers and guide teachers and paraprofessionals in incorporating best practices for Reading Workshop, Writer's Workshop, small group, mini lessons, read aloud, record keeping and modeling, to meet the needs of all learners in all sub-populations. Teachers will monitor student progress through the monitoring notebooks for ELAR. Wilson teachers will create anchor charts with students to bring visual representation to their learning.	**Formative**		
	Nov	**Feb**	**May**
	45%	80%	95%
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers, ELAR IS, ILT Team, Paraprofessionals, AP's, Principal			

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Teachers will attend training district sessions, collaborative planning and reflection conferences with Garland Linkenhoger (Math Consultant), Math Campus Professional Development and Guided Math Training. Adhere promptly to coaching feedback regarding small group, use of anchor charts, student centered driven instruction, number talks and lesson frames in grades PK-5. Writing in math, concrete, pictorial and abstract models will be implemented as a teaching method for math concepts. Teachers will be intentional about providing students with relevant and rigorous lesson/instruction, using manipulatives to convey abstract concepts. Teachers will reteach and provide spiraling back cycles to capture all learners, in all sub-populations. Teachers and Instructional support will provide math camps, before and after school tutorials, math intervention and Closing The Gap Tutorials to increase student achievement. Teachers will incorporate Guided Math Components within their math instruction daily. Teachers will use formative assessments to build small groups and target TEKS that need to be retaught. Paraprofessionals will support students in small group instruction.	**Formative**		
	Nov	**Feb**	**May**
	45%	80%	95%
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers IS Paraprofessionals Math Interventionist AP Principal			

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Our teachers will implement effective strategies and best practices consistently to improve science scores for all students. Teachers will provide rigorous and relevant science instruction,build with students interactive word walls, hands on demonstrations and investigations and spiral review.	**Formative**		
	Nov	**Feb**	**May**
	35%	80%	95%
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers IS AP Principal			

Strategy 4 Details	Formative Reviews		
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.	**Formative**		
	Nov	**Feb**	**May**
	30%	75%	85%
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal			

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.	Formative		
	Nov	Feb	May
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	35%	85%	100%

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, Fit Girls, 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.	Formative		
	Nov	Feb	May
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. (Composed of teachers and Admin)	40%	90%	95%

Strategy 7 Details	Formative Reviews		
Strategy 7: At-risk, Hispanic, ED 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.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: As a Title I campus, Wilson will implement the following measures. 1) Extended Day Tutoring and interventions will be provided by our our campus teachers and administrators to students who qualify for tutoring to increase math and reading results. 2) Math Consultant will be providing teachers with on demand coaching and modeling, to provide examples of quality well rounded instruction, to increase best instructional practices for teachers. 3) Provide Camps by teachers and instructional campus support to increase student success in subpopulations. 4) Provide instructional paraprofessionals to support grade level reading and math interventions, through small group and LLI to increase reading comprehension, independent reading levels and oral language. 5). Provide planning opportunities for teachers and extended day planning opportunities for instructional specialist to work one on one with new teachers. 6) Provide reading subscriptions and instructional supplies to increase engagement for students. **Staff Responsible for Monitoring:** Teachers IS's AP's Principal	45%	75%	95%

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

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

Performance Objective 2: ESSER III: Throughout the current school year, 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: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Extended Instructional Time: Provide extended instructional time to close the achievement gaps created by COVID-19.	Formative		
Strategy's Expected Result/Impact: Meet or exceed STAAR targets on attached data tables	Nov	Feb	May
Staff Responsible for Monitoring: Principal	25%	80%	95%

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Core content area interventionist (reading)	Formative		
Strategy's Expected Result/Impact: Meet or exceed STAAR targets on the attached data tables	Nov	Feb	May
Staff Responsible for Monitoring: Principal	30%	85%	95%

Strategy 3 Details	Formative Reviews		
Strategy 3: Temporary Workers to serve as interventionist in math for At-Risk, AA, ED, HIS, SPED and LEP students.	Formative		
Strategy's Expected Result/Impact: By providing intervention for student in math, we expect to increase our scores by 3% in our approaches, meets and masters groups.	Nov	Feb	May
Staff Responsible for Monitoring: Math Instructional Specialist Teachers Assistant Principals Principal	40%	75%	95%

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

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

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table. 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 (SCE): Provide supplementary support to students identified as at-risk.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	30%	75%	100%
No Progress Accomplished Continue/Modify Discontinue			

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

Performance Objective 1: Student Safety: By the end of the 2022-23 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.)
 	
Train staff and parents on 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**
	30%	90%	100%

Strategy 2 Details	Formative Reviews		

Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat)
throughout the year.
    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**
	25%	90%	100%

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

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

Performance Objective 2: Student Attendance: By the end of the 2022-23 school year, student attendance will be at 95% or higher.

   Evaluation Data Sources: Student attendance records

   Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Student Attendance: Attendance will be taken each day at 10:00 in homeroom classes. Parents of students with excessive absences will be contacted via phone and mail to conference with campus regarding student absences.
   Strategy's Expected Result/Impact: Student attendance will remain at or exceed (98)%.
   Staff Responsible for Monitoring: Teachers
   Registrar
   Principal
   At-Risk Specialist
	Formative		

	Nov	Feb	May
	35%	75%	85%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 3: Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 10%.

    Evaluation Data Sources: Discipline reports

    Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: At Wilson we will implement the following strategies to support Restorative Discipline:	**Formative**		
Orientations for new students, Project Safety, daily class meetings, Tipline Student Code of Conduct Meetings Summer Parent/Student Contact Principal's Leadership Council Work with parents on parenting skills, technology awareness. Provide staff with restorative practices training and classroom management Professional Development. Participate in PBIS 4th to 5th Grade Leadership Academy Kindergarten Orientation Wilson Student Pledge and Wilson Student Handbook (PBIS)	**Nov**	**Feb**	**May**
	30%	80%	90%
Strategy's Expected Result/Impact: Discipline referrals will be decreased by (25)%.			

Strategy 2 Details	Formative Reviews		
Strategy 2: In School Suspensions	**Formative**		
Provide more opportunity to brainstorm and debrief scenarios regarding discipline regarding all subpops.	**Nov**	**Feb**	**May**
Review discipline data regularly and consistently with teams and staff. Provide professional development centered around the book "Love and Logic" for alternative /restorative responses and ideas.	25%	75%	95%
Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 10)%.			
Staff Responsible for Monitoring: BI At-Risk Specialist AP Principal			

Strategy 3 Details	Formative Reviews		
Strategy 3: Out of School Suspensions: We have developed a meditation room for calming techniques, cool downs, deep breathing exercises and regrouping.	Formative		
	Nov	Feb	May
Our campus has a DMC classroom for in-school suspensions. We have renamed the DMC class and program to Kindness Kamp, where the students will be trained on Social Skills strategies. **Strategy's Expected Result/Impact:** Maintain out of school suspensions at less than 1%. **Staff Responsible for Monitoring:** BI AP Principal	35%	80%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Special Opportunity School (SOS) Placements: Provide more opportunity to brainstorm and debrief scenarios regarding discipline regarding all subpops.	Formative		
	Nov	Feb	May
Review discipline data regularly and consistently. **Strategy's Expected Result/Impact:** Special Opportunity School (SOS) placements of Hispanic and African American students will be continued at 0%. **Staff Responsible for Monitoring:** Behavior Interventionist, APs, Principal	35%	90%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Violence Prevention: At Wilson we will implement Project Safety Lessons, Guidance lessons, and our campus will continue to implement Kindness Lessons.	Formative		
Strategy's Expected Result/Impact: Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Counselors, Behavior Interventionist, APs, Principal	Nov	Feb	May
	30%	90%	100%

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

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2022-23 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 2022-23 school year, teacher/paraprofessional attendance will increase by 20%.	**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by (20)%. **Staff Responsible for Monitoring:** AP, substitute representative, principal	**Nov**	**Feb**	**May**
	25%	60%	80%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2022-23 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 Coaching Cycle
CF-Tess Walk Throughs * Formal and Informal
Lesson Plans

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Campus leaders and teachers provide campus professional development. Special Education (Autism), Reading (Read Aloud with Accountable Talk), Continuum of Literacy, Math (Rigor/Relevance).	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Safe, health conscience perspective to teaching and implementing strategies to help all students learn in a safe environment. Instruction will be rigorous and engaging for all students (virtual and face to face learners). Student Engagement and the Implementation of Blended learning so that both face to face students and connect students will be presented with a rigorous and engaging learning opportunity. **Staff Responsible for Monitoring:** AP's, IS's, Teacher, Principal	25%	80%	95%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

Performance Objective 1: By the end of the 2022-23 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.	**Formative**		
	Nov	**Feb**	**May**

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 (20)%.
 	
    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.
    Staff Responsible for Monitoring: Principal
    Title I Specialist
    Campus Secretary
	35%	90%	100%

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

2022-2023 CPOC

Committee Role	Name	Position
Principal	add name	Principal
Classroom Teacher	add name	Teacher #1
Classroom Teacher	add name	Teacher #2
Classroom Teacher	add name	Teacher #3
Classroom Teacher	add name	Teacher #4
Classroom Teacher	add name	Teacher #5
Classroom Teacher	add name	Teacher #6
Classroom Teacher	add name	Teacher #7
Classroom Teacher	add name	Teacher #8
Non-classroom Professional	add name	Other School Leader #1
Non-classroom Professional	add name	Other School Leader #2
Non-classroom Professional	add name	Other School Leader #3
Non-classroom Professional	add name	Other School Leader #4
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	add name	Administrator (LEA) #2
Parent	add name	Parent #1
Parent	add name	parent #2
Community Representative	add name	Community Resident #1
Community Representative	add name	Community Resident #2
Business Representative	add name	Business Representative #1
Business Representative	add name	Business Representative #2
Paraprofessional	add name	Paraprofessional #1
Paraprofessional	add name	Paraprofessional #2

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	Student Group	Tested 2022 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Math	3	Wilson	All	127	83	65%	70%	72%	44	35%	40%	37%	17	13%	18%	10%
Math	3	Wilson	Hispanic	51	29	57%	62%	71%	12	24%	29%	39%	2	4%	9%	*
Math	3	Wilson	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Wilson	Asian	19	15	79%	84%	82%	10	53%	58%	55%	4	21%	26%	*
Math	3	Wilson	African Am.	21	13	62%	67%	56%	7	33%	38%	*	5	24%	29%	*
Math	3	Wilson	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Wilson	White	30	21	70%	75%	83%	12	40%	45%	50%	5	17%	22%	*
Math	3	Wilson	Two or More	5	5	100%	100%	*	3	60%	65%	*	1	20%	25%	*
Math	3	Wilson	Eco. Dis.	88	50	57%	62%	65%	25	28%	33%	27%	11	13%	18%	*
Math	3	Wilson	Emergent Bilingual	10	3	30%	35%	58%	1	10%	15%	*	0	0%	5%	*
Math	3	Wilson	At-Risk	85	50	59%	64%	67%	24	28%	33%	30%	9	11%	16%	*
Math	3	Wilson	SPED	15	5	33%	38%	50%	1	7%	12%	*	1	7%	12%	*
Math	4	Wilson	All	125	83	66%	71%	63%	39	31%	36%	41%	17	14%	19%	11%
Math	4	Wilson	Hispanic	62	36	58%	63%	53%	15	24%	29%	26%	4	6%	11%	*
Math	4	Wilson	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Wilson	Asian	17	16	94%	99%	83%	11	65%	70%	56%	6	35%	40%	28%
Math	4	Wilson	African Am.	26	18	69%	74%	65%	6	23%	28%	39%	3	12%	17%	*
Math	4	Wilson	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Wilson	White	15	10	67%	72%	68%	6	40%	45%	61%	3	20%	25%	*
Math	4	Wilson	Two or More	*	*	*	*	63%	*	*	*	63%	*	*	*	*
Math	4	Wilson	Eco. Dis.	88	52	59%	64%	58%	21	24%	29%	34%	10	11%	16%	8%
Math	4	Wilson	Emergent Bilingual	29	13	45%	50%	40%	3	10%	15%	*	1	3%	5%	*
Math	4	Wilson	At-Risk	85	49	58%	63%	47%	18	21%	26%	22%	9	11%	16%	*
Math	4	Wilson	SPED	12	5	42%	47%	*	2	17%	22%	*	0	0%	5%	*
Math	5	Wilson	All	125	94	75%	80%	79%	54	43%	48%	46%	21	17%	22%	14%
Math	5	Wilson	Hispanic	56	40	71%	76%	73%	20	36%	41%	39%	7	13%	18%	14%
Math	5	Wilson	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Wilson	Asian	19	17	89%	94%	100%	13	68%	73%	82%	6	32%	37%	35%
Math	5	Wilson	African Am.	21	14	67%	72%	78%	8	38%	43%	35%	3	14%	19%	*
Math	5	Wilson	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Wilson	White	22	18	82%	87%	80%	11	50%	55%	47%	4	18%	23%	*
Math	5	Wilson	Two or More	5	4	80%	85%	83%	2	40%	45%	*	1	20%	25%	*
Math	5	Wilson	Eco. Dis.	80	57	71%	76%	76%	33	41%	46%	38%	12	15%	20%	9%
Math	5	Wilson	Emergent Bilingual	35	21	60%	65%	64%	10	29%	34%	28%	2	6%	11%	*
Math	5	Wilson	At-Risk	99	71	72%	77%	72%	34	34%	39%	34%	12	12%	17%	9%
Math	5	Wilson	SPED	13	7	54%	59%	50%	2	15%	20%	*	0	0%	5%	*
Reading	3	Wilson	All	127	110	87%	90%	88%	75	59%	64%	64%	46	36%	41%	21%
Reading	3	Wilson	Hispanic	51	42	82%	87%	85%	29	57%	62%	60%	16	31%	36%	15%
Reading	3	Wilson	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Wilson	Asian	19	18	95%	100%	90%	11	58%	63%	70%	6	32%	37%	50%
Reading	3	Wilson	African Am.	21	19	90%	95%	88%	11	52%	58%	59%	7	33%	38%	*
Reading	3	Wilson	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*

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	Student Group	Tested 2022 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Reading	3	Wilson	White	30	26	87%	92%	89%	19	63%	68%	72%	14	47%	52%	44%
Reading	3	Wilson	Two or More	5	5	100%	100%	*	5	100%	100%	*	3	60%	65%	*
Reading	3	Wilson	Eco. Dis.	88	72	82%	87%	83%	47	53%	58%	58%	28	32%	37%	10%
Reading	3	Wilson	Emergent Bilingual	10	6	60%	65%	73%	5	50%	55%	45%	2	20%	25%	*
Reading	3	Wilson	At-Risk	85	70	82%	87%	79%	44	52%	57%	57%	27	32%	37%	*
Reading	3	Wilson	SPED	15	7	47%	52%	60%	3	20%	25%	*	1	7%	12%	*
Reading	4	Wilson	All	125	97	78%	83%	80%	69	55%	60%	48%	41	33%	38%	17%
Reading	4	Wilson	Hispanic	62	44	71%	76%	76%	32	52%	57%	39%	23	37%	42%	8%
Reading	4	Wilson	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Wilson	Asian	17	17	100%	100%	83%	14	82%	87%	56%	5	29%	34%	33%
Reading	4	Wilson	African Am.	26	23	88%	100%	91%	16	62%	67%	52%	7	27%	32%	*
Reading	4	Wilson	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Wilson	White	15	9	60%	65%	82%	6	40%	45%	57%	5	33%	38%	29%
Reading	4	Wilson	Two or More	*	*	*	*	63%	*	*	*	63%	*	*	*	*
Reading	4	Wilson	Eco. Dis.	88	66	75%	80%	78%	46	52%	57%	40%	27	31%	36%	12%
Reading	4	Wilson	Emergent Bilingual	29	15	52%	57%	60%	11	38%	43%	33%	9	31%	36%	*
Reading	4	Wilson	At-Risk	85	60	71%	75%	73%	40	47%	52%	35%	25	29%	34%	6%
Reading	4	Wilson	SPED	12	6	50%	55%	44%	2	17%	22%	*	0	0%	5%	*
Reading	5	Wilson	All	125	105	84%	89%	84%	81	65%	70%	65%	54	43%	48%	36%
Reading	5	Wilson	Hispanic	56	46	82%	87%	80%	35	63%	68%	64%	23	41%	46%	38%
Reading	5	Wilson	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Wilson	Asian	19	16	84%	89%	94%	13	68%	73%	82%	9	47%	52%	53%
Reading	5	Wilson	African Am.	21	16	76%	81%	81%	11	52%	57%	62%	6	29%	34%	33%
Reading	5	Wilson	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Wilson	White	22	21	95%	100%	80%	17	77%	82%	53%	13	59%	64%	*
Reading	5	Wilson	Two or More	5	5	100%	100%	100%	4	80%	85%	*	3	60%	65%	*
Reading	5	Wilson	Eco. Dis.	80	64	80%	85%	80%	47	59%	64%	60%	28	35%	40%	28%
Reading	5	Wilson	Emergent Bilingual	35	25	71%	76%	60%	16	46%	51%	32%	11	31%	36%	20%
Reading	5	Wilson	At-Risk	99	82	83%	88%	78%	59	60%	65%	54%	35	35%	40%	28%
Reading	5	Wilson	SPED	13	9	69%	74%	56%	4	31%	36%	*	3	23%	28%	*
Science	5	Wilson	All	125	89	71%	76%	65%	43	34%	39%	31%	19	15%	20%	15%
Science	5	Wilson	Hispanic	56	36	64%	69%	64%	18	32%	37%	32%	6	11%	16%	11%
Science	5	Wilson	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Wilson	Asian	19	15	79%	84%	88%	10	53%	58%	59%	4	21%	26%	35%
Science	5	Wilson	African Am.	21	15	71%	76%	62%	5	24%	29%	*	2	10%	15%	*
Science	5	Wilson	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Wilson	White	22	19	86%	91%	53%	9	41%	46%	*	7	32%	37%	*
Science	5	Wilson	Two or More	5	3	60%	65%	*	1	20%	25%	*	0	0%	5%	*
Science	5	Wilson	Eco. Dis.	80	53	66%	71%	58%	25	31%	36%	22%	9	11%	16%	10%
Science	5	Wilson	Emergent Bilingual	35	18	51%	56%	52%	8	23%	28%	*	2	6%	11%	*
Science	5	Wilson	At-Risk	99	67	68%	73%	54%	27	27%	32%	22%	10	10%	15%	11%
Science	5	Wilson	SPED	13	8	62%	67%	31%	4	31%	36%	*	1	8%	13%	*

Early Childhood Literacy Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

Reading		WILSON	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
	All	Target and Actual Rate	40%	48%	42%	58%	44%	47%	50%
		Total Number Meets or Higher		56		71			
		Total Number Tested		116		123			
		Points away from or above target		+8		+16			
		Difference from Prior Year				+10			
		Growth from Prior Year				21%			
	Hispanic	Target and Actual Rate	33%	47%	35%	56%	37%	40%	43%
		Total Number Meets or Higher		25		29			
		Total Number Tested		53		52			
		Points away from or above target		+14		+21			
		Difference from Prior Year				+9			
		Growth from Prior Year				19%			
	White	Target and Actual Rate	63%	NA	65%	63%	67%	70%	73%
		Total Number Meets or Higher				17			
		Total Number Tested				27			
		Points away from or above target				-2			
		Difference from Prior Year							
		Growth from Prior Year							
	Eco. Disadv.	Target and Actual Rate	34%	36%	36%	50%	38%	41%	44%
		Total Number Meets or Higher		24		42			
		Total Number Tested		67		84			
		Points away from or above target		+2		+14			
		Difference from Prior Year				+14			
		Growth from Prior Year				39%			
	EL (Current & Monitored)	Target and Actual Rate	36%	48%	38%	50%	40%	43%	46%
		Total Number Meets or Higher		19		19			
		Total Number Tested		40		38			
		Points away from or above target		+12		+12			
		Difference from Prior Year				+2			
		Growth from Prior Year				4%			
	Cont. Enrolled	Target and Actual Rate	43%	49%	45%	57%	47%	50%	53%
		Total Number Meets or Higher		48		58			
		Total Number Tested		98		101			
		Points away from or above target		+6		+12			
		Difference from Prior Year				+8			
		Growth from Prior Year				16%			

Early Childhood Math Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

		WILSON	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	**All**	Target and Actual Rate	38%	29%	40%	36%	42%	45%	48%
		Total Number Meets or Higher		34		44			
		Total Number Tested		117		123			
		Points away from or above target		-9		-4			
		Difference from Prior Year				+7			
		Growth from Prior Year				24%			
	Hispanic	Target and Actual Rate	31%	26%	33%	23%	35%	38%	41%
		Total Number Meets or Higher		14		12			
		Total Number Tested		54		52			
		Points away from or above target		-5		-10			
		Difference from Prior Year				-3			
		Growth from Prior Year				-12%			
	White	Target and Actual Rate	53%	26%	55%	41%	57%	60%	63%
		Total Number Meets or Higher		-3		11			
		Total Number Tested		-3		27			
		Points away from or above target		-27		-14			
		Difference from Prior Year				+15			
		Growth from Prior Year				58%			
	Eco. Disadv.	Target and Actual Rate	32%	16%	34%	29%	36%	39%	42%
		Total Number Meets or Higher		11		24			
		Total Number Tested		68		84			
		Points away from or above target		-16		-5			
		Difference from Prior Year				+13			
		Growth from Prior Year				81%			
	EL (Current & Monitored)	Target and Actual Rate	34%	24%	36%	37%	38%	41%	44%
		Total Number Meets or Higher		10		14			
		Total Number Tested		41		38			
		Points away from or above target		-10		+1			
		Difference from Prior Year				+13			
		Growth from Prior Year				54%			
	Cont. Enrolled	Target and Actual Rate	38%	33%	40%	38%	42%	45%	48%
		Total Number Meets or Higher		32		38			
		Total Number Tested		98		101			
		Points away from or above target		-5		-2			
		Difference from Prior Year				+5			
		Growth from Prior Year				15%			

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 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 is not limited to 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 balanced literacy schedule that contains all components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-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 from among varied genres and reading levels 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 the *Continuum of Literacy Learning* and 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 reading and writing workshop.
- 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)
        - Amplify Reading
        - Amira Suite
        - HMH Suite
        - Library Resources
        - Schoology
    - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
    - Utilized 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 Number Talks, Math Talks, CFISD Fact Fluency Plan, and other content conversation routines.
    - "Procedural fluency refers to knowledge of procedures, knowledge or when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
    - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
    - Use the rule of thumb of a weekly average use of the following:
        - 55% paper resource, 35% digital resource, 10% flex
    - 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 the resources available to teachers including the CFISD Elementary PE Required Skills Units; Focused Fitness resources (digital); SPARK (digital); CATCH materials; and, Health Curriculum Videos.
- 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 rhythm and Orff 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 the resources available to teachers, including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards
- 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.
- 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.