Cypress-Fairbanks Independent School District

Warner Elementary School

2023-2024

Mission Statement

Warner Elementary will provide learning opportunities for all students so that, as graduates, they will possess the qualities that will enable them to live meaningfully and successfully in society and in the workplace. The Cypress-Fairbanks ISD graduate will exhibit the following attributes:

Effective Communicator; Competent Problem-Solver; Self-directed Learner; Responsible Citizen, and a Quality Producer.

Vision

Our mission at Warner Elementary is to instill within our students high standards for academic achievement, integrity, leadership, and to be a responsible citizen.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Demographics

Demographics Summary

The Warner Elementary staff included 72 teachers, 24 paraprofessionals, and 7 administrators in September.

The student population as of September 2021:

31.3% White

18.4% Hispanic

12.6% African American

32.6 % Asian

5 % Two or more races

19.27% Economically Disadvantaged

Demographics Strengths

Prior to being out for COVID-19 the data supported gains in

Student Achievement

Student Achievement Summary

Student Achievement Strengths

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

Warner Elementary was above the district in all areas noted below.

Third Grade Math:

Approaches:Emergent Bilingual sub pop was above target and cluster at 100%, Hispanic sub pop was above target at 83%,

Meets: AA sub pop was above cluster at 58%, White sup pop was above cluster at 75%, ED sub pop was above cluster at 55%, Emergent Bilingual was above cluster at 67%,and the at-risk sub pop was above the cluster at 53%.

Masters: Hispanic sub pop was above target and cluster at 31%, White sub pop was above cluster at 42%, At-Risk sub pop was above cluster at 30%.

Third Grade Reading:

Approaches: White sub pop met cluster at 93%, Emergent Bilingual sub pop was above cluster at 85%

Meets: White sub pop was above cluster at 79%, ED was above cluster at 60%, emergent Bilingual was above cluster at 54%, At-Risk sub pop was above cluster at 53%, SpEd sub met cluster at 53%.

Masters: Hispanic sub pop was above cluster at 39%, AA sub pop was above cluster at 38%, ED was above cluster at 36%, At-Risk sub pop was above at 28%, White sub pop was above target and cluster at 58%, SpEd sub pop was above target and cluster at 33%.

Fourth Grade Math:

Approaches: All sub pops were above cluster, Hispanic sub pop was above target at 86%, AA sub pop was above target at 89%, ED sub pop was above target at 84%, Emergent Bilingual was above target at 88%, At-Risk sub pop above target at 84%, SpEd was above target at 75%.

Meets: Hispanic sub pop was above target and cluster at 64%, AA sub pop was above target and cluster at 67%, ED was above target and cluster at 62%, Emergent Bilingual was above target and cluster at 77%, SpEd was above target and cluster at 38%.

Masters: AA sub pop was above target and cluster at 33%, Emergent Bilingual was above target and cluster at 46%, At-Risk sub pop was above target and cluster at 40%, SpEd sub pop was above target and cluster at 25%. ED sub pop was above cluster at 22%.

Fourth Grade Reading:

Approaches: ED sub pop was above cluster at 89%, Emergent Bilingual was above cluster at 85%, Hispanic sub pop was above target and cluster at 92%, AA sub pop was above target and cluster at 93%, White sub pop was above target and cluster at 96%, At-Risk sub pop above target and cluster at 91%, SpEd sub pop was above target and cluster at 83%.

Meets: AA sub pop was above cluster at 67%, Hispanic sub pop above target and cluster at 70%, Emergent Bilingual above target and cluster at 73%, At-Risk sub pop above target and cluster at 67%, SpEd sub pop above target and cluster at 43%, AA sub pop was above cluster at 67%.

Masters:Hispanic sub pop met cluster at 38%, SpEd sub pop met target at 17%, Emergent Bilingual sub pop above target and cluster at 31%, At-Risk sub pop was above target and cluster at 36%.

Fifth Grade Math:

Approaches: Hispanic sub pop was above target and cluster at 95%, ED above target and cluster at 95%, Emergent Bilingual above target and cluster at 94%, At-Risk sub pop above target and cluster at 92%, SpEd sub pop above target at 74%.

Meets: AA sub pop above cluster at 64%, ED sub pop was above cluster at 62%, Emergent Bilingual above target and cluster at 78%, At-Risk sub pops above cluster at 63%, SpEd sub pop was above target at 32%.

Masters: Hispanic sub pop was above cluster at 66%, AA sub pop was above cluster at 20%, White was above cluster at 50%, ED sub pop was above cluster at 30%, At-Risk sub pop was above cluster at 34%, SpEd met target at 11%.

Fifth Grade Reading:

Approaches: Emergent Bilingual sub pop was above cluster at 89%

Meets: AA sub pop was above target at 75%

Masters: ED sub pop was above cluster at 36%, Emergent Bilingual met cluster at 29%, SpEd sub pop met target at 11%.

Science:

Approaches: Emergent Bilingual sub pop above cluster at 83%.

Meets: Emergent Bilingual sub pop above cluster at 46%.

Masters: Emergent Bilingual above cluster at 26%, Hispanic sub pop was above cluster at 32%, AA sub pop was met cluster at 17%, ED sub pop was above cluster at 31%, At-Risk sub pop was above cluster and met target at 31%, SpEd sub pop met target at 6%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Math: Some student groups did not meet or exceed target goals due to educational gaps.   **Root Cause:** Math: Increase teaching in small groups, differentiate

to meet individual needs and move students from approaches to meets and meets to masters.

Problem Statement 2: Science: Some student groups did not meet or exceed target goals in scores due to educational gaps and the lack of experience with the new testing format that includes SCR's and online testing.   **Root Cause:** Science: Increase hands-on learning experiences, increase the use of science vocabulary within the writing. Increase the use of closing the gap activities from 3rd and 4th grade within the 5th grade curriculum to reteach concepts and skills and practice responding to open ended question in science journals.

Problem Statement 3: RLA: Some student groups did not meet or exceed target goals in scores due to educational gaps, SCR and testing format changes.   **Root Cause:** RLA: Increase small group instruction daily, mini data digs after each assessment, focus on student growth. Continue to focus on sub pops that did not meet or exceed targets. Increase the amount of SCR and ECR responses more frequently throughout the curriculum.

Problem Statement 4: Students are beginning the 2023-24 school year with learning gaps.   **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

School Culture and Climate

School Culture and Climate Strengths

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

Student attendance 95.6%

As a campus we will complete all safety drills.

Our staff feels safe in the school.

PBIS is used within our school to be consistent with school-wide expectations.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Physical aggression is an area we can improve on . **Root Cause:** Identify the root cause of the behavior. Provide more appropriate outlets for students to use during times of frustrations.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

We have highly qualified teachers at Warner Elementary. Our staff participates in professional development regarding technology, curriculum and student discipline annually. According to our Employee perception survey 97% of our staff feels procedures have been put in place for their safety. 99% of our staff feels that quality work is expected of them. 96% of the staff feels that collaboration is encouraged and practiced on our campus. 93% of the staff feels decisions are data driven at our campus.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: We will continue to increase staff attendance to better serve our students and provide first best instruction. **Root Cause:** Teacher/Paraprofessional Attendance: We need to continue to stress the importance of teachers being in the classroom as much as possible.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

Warner parent volunteers continue to be strong within our school. We are fortunate to have a parent community that continually wants to provide a positive experience for our staff and students throughout the school year.

PTO supports student events at the school, such as; filed trips, Around the World Day, Mad Science, Space Day, Fifth grade day, Winter celebrations, fundraiser, Fall Festivals, Momster Bash (mother/son event), Me and My Guy Dance, Holiday Shop, Nature Trails, Mother Goose, Science Resource animal presentations.

We had a strong parent presence at Meet the Teacher and a curriculum night.

PTO is supportive of our school, community and our staff and students.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents want to be a part of supporting academics with our students.   **Root Cause:** The school and district provide necessary training for our parents to support our school academically.

Goals

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

Performance Objective 1: Curriculum and Instruction & Accountability: By the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

    Evaluation Data Sources: STAAR RLA, Math, and Science
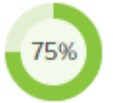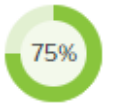
Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Target students for Read 180 instruction for 4th and 5th grade students. Teachers will use components of the reading/ language arts curriculum to close the gaps within our targeted sub populations. Teachers will continue with online assessments such as TFAR and cambium to help prepare students for the online testing platform for STAAR. Teachers incorporate more opportunities SCR into lessons.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant principal, Instructional Specialists, classroom teachers.	40%	75%	✕

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Teachers will build in opportunities for students to work in small groups, use data to differentiate and individualize instruction. We will utilize ST math with our students tracking usage.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant principals, Instructional specialist, classroom teachers.	45%	75%	✕

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Focus on building science vocabulary within written responses and provide hands-on learning experiences. Continue with the interactive garden providing real world, hands-on opportunities for students. Use testing data to form small groups and differentiate learning.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet of exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant principal, Instructional specialist, Teachers.	40%	75%	✕

Strategy 4 Details	Formative Reviews		

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.
    Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness
    Staff Responsible for Monitoring: Principal, Assistant principals, Instructional specialist, Teachers.
	Formative		

	Nov	Feb	May
	45%	75%	✗

Strategy 5 Details	Formative Reviews		

Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 25 minutes of targeted instruction each day that includes: Small group instruction based on the area/s of need for the student.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, classroom teachers.
	Formative		

	Nov	Feb	May
	45%	75%	✗

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

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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: Students will be provided access to Read 180, Achieve, Amplify, Imagine Math, and teacher created lessons during tutoring that are supported by grade level TEKS.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Student growth will be tracked by BOY, MOY and EOY assessments. Students will show implemented growth. **Staff Responsible for Monitoring:** Principal, Assistant principal, Instructional specialist and classroom teachers.	55%	75%	✗

Strategy 2 Details	Formative Reviews		
Strategy 2: Before/After School Program: Utilize a temporary worker to provide small group reading, math, and/or science instruction.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Student growth will be tracked by BOY, MOY, and EOY assessments. Students will show implemental growth. **Staff Responsible for Monitoring:** Principal	50%	75%	✗

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Development: Teachers will attend professional development offered by Garland Linkenhoger and Schonda Guthrie.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teachers will implement strategies learned by consultants to improve student growth in math and reading. **Staff Responsible for Monitoring:** Principal	50%	75%	

Strategy 4 Details	Formative Reviews		
Strategy 4: Eliminate the Learning Gap: Teachers will be provided with materials needed to effectively provide hands-on learning experiences as well as promoting academic progress through incentives related to ST Math.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables **Staff Responsible for Monitoring:** Principal, AP's	50%	75%	

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

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

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

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	50%	75%	

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

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

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

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

Strategy 1 Details		Formative Reviews		
Strategy 1: Campus Safety: Continue to train staff on safety methods, drills and safety plans.		**Formative**		
Staff Responsible for Monitoring: Administrative team,		**Nov**	**Feb**	**May**
		50%	75%	
Strategy 2 Details		**Formative Reviews**		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.		**Formative**		
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.		**Nov**	**Feb**	**May**
		50%	75%	
0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue				

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

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

    Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	50%	75%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	50%	75%	

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

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

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

    High Priority

    Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		

Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will continue using project safety monthly lessons, the counselor will continue core essential values, bully prevention, guidance lessons, character trait lessons monthly with students. Staff has been trained on suicide prevention. TIPLINE-used to report bullying anonymously.
    Strategy's Expected Result/Impact: Violent incidents will continue to be 0%
    Staff Responsible for Monitoring: Principal, APs
	Formative		

	Nov	**Feb**	**May**
	50%	75%	

Strategy 2 Details	Formative Reviews		

Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. We will continue to use the PBIS level II, to ensure appropriate behaviors are consistently taught and expected.
    Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.
    Staff Responsible for Monitoring: All Staff
	Formative		

	Nov	**Feb**	**May**
	50%	75%	

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

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 2%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details			Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Staff will be recognized for each 9 weeks for perfect attendance, semester perfect attendance and full year perfect attendance.			**Formative**		
			Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3.25%. **Staff Responsible for Monitoring:** All			40%	75%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Guided Reading training, Garland Linkenhoger training, schoology, Digital Learning Conference	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased technology within the classroom lessons, provide hands on math instruction, schoology lessons for on line learning. **Staff Responsible for Monitoring:** Administrative team	45%	75%	
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Increase communication using various methods to encourage parent/community involvement in school related functions. **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 5%.	**Formative**		
	Nov	**Feb**	**May**
	50%	75%	
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

2023-2024 CPOC

Committee Role	Name	Position
Principal	Schonda Kidd	Principal
Teacher #1	Margaret Jarboe	Teacher #1
Teacher #2	Cierra Gray	Teacher #2
Teacher #3	Jessica Howell	Teacher #3
Teacher #4	Lisa Shell	Teacher #4
Teacher #5	Deborah Ortiz	Teacher #5
Teacher #6	Angela Turner	Teacher #6
Teacher #7	Sonia McNair	Teacher #7
Teacher #8	Kyle Knoll	Teacher #8
Other School Leader (Nonteaching Professional) #1	MaryKate Moore	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Lisa Nachin	Other School Leader (Nonteaching Professional) #2
Administrator (LEA) #1	Stacey Beck	Administrator (LEA) #1
Parent #1	Jessica Yamaguchi	Parent #1
Parent #2	Ashely Kelly	Parent #2
Community Member #1	Brooke Priest	Community Member #1
Community Member #2	Craig Sharp	Community Member #2
Business Representative #1	Kristin Eaton	Business Representative #1
Business Representative #2	Tammy Baio	Business Representative #2
Other School Leader (Nonteaching Professional) #3	Irasema Rocchi	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Amanda Boles	Other School Leader (Nonteaching Professional) #4

Addendums

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					#	#	%	%	%	#	%	%	%	#	%	%	%
Reading	3	Warner	ES 1	All	186	168	90%	92%	2%	145	78%	80%	2%	96	52%	54%	2%
Reading	3	Warner	ES 1	Hispanic	36	28	78%	80%	2%	24	67%	89%	22%	14	39%	41%	2%
Reading	3	Warner	ES 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Warner	ES 1	Asian	60	58	97%	99%	2%	53	88%	90%	2%	37	62%	64%	2%
Reading	3	Warner	ES 1	African Am.	24	21	88%	90%	2%	16	67%	69%	2%	9	38%	40%	2%
Reading	3	Warner	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Warner	ES 1	White	57	53	93%	95%	2%	45	79%	81%	2%	33	58%	60%	2%
Reading	3	Warner	ES 1	Two or More	8	8	100%	100%	0%	7	88%	90%	2%	*	*	*	*
Reading	3	Warner	ES 1	Eco. Dis.	42	33	79%	81%	2%	25	60%	62%	2%	15	36%	38%	2%
Reading	3	Warner	ES 1	LEP Current	13	11	85%	87%	2%	7	54%	56%	2%	*	*	*	*
Reading	3	Warner	ES 1	At-Risk	40	26	65%	67%	2%	21	53%	55%	2%	11	28%	30%	2%
Reading	3	Warner	ES 1	SPED	30	20	67%	69%	2%	16	53%	55%	2%	10	33%	35%	2%
Reading	4	Warner	ES 1	All	195	185	95%	97%	2%	151	77%	79%	2%	84	43%	45%	2%
Reading	4	Warner	ES 1	Hispanic	37	34	92%	95%	3%	26	70%	72%	2%	14	38%	40%	2%
Reading	4	Warner	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Warner	ES 1	Asian	68	65	96%	98%	2%	60	88%	90%	2%	42	62%	64%	2%
Reading	4	Warner	ES 1	African Am.	27	25	93%	95%	2%	18	67%	69%	2%	7	26%	28%	2%
Reading	4	Warner	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Warner	ES 1	White	57	55	96%	98%	2%	43	75%	77%	2%	19	33%	35%	2%
Reading	4	Warner	ES 1	Two or More	6	6	100%	100%	0%	*	*	*	*	*	*	*	*
Reading	4	Warner	ES 1	Eco. Dis.	37	33	89%	91%	2%	24	65%	66%	1%	10	27%	29%	2%
Reading	4	Warner	ES 1	LEP Current	26	22	85%	87%	2%	19	73%	75%	2%	8	31%	33%	2%
Reading	4	Warner	ES 1	At-Risk	69	63	91%	93%	2%	46	67%	69%	2%	25	36%	38%	2%
Reading	4	Warner	ES 1	SPED	23	19	83%	85%	2%	10	43%	45%	2%	*	*	*	*
Reading	5	Warner	ES 1	All	200	185	93%	95%	2%	155	78%	80%	2%	98	49%	51%	2%
Reading	5	Warner	ES 1	Hispanic	37	32	86%	88%	2%	21	57%	59%	2%	10	27%	29%	2%
Reading	5	Warner	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Warner	ES 1	Asian	65	64	98%	100%	2%	58	89%	91%	2%	43	66%	68%	2%
Reading	5	Warner	ES 1	African Am.	24	20	83%	85%	2%	18	75%	77%	2%	8	33%	35%	2%
Reading	5	Warner	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Warner	ES 1	White	65	62	95%	97%	2%	52	80%	82%	2%	32	49%	51%	2%
Reading	5	Warner	ES 1	Two or More	9	7	78%	80%	2%	6	67%	69%	2%	5	56%	58%	2%
Reading	5	Warner	ES 1	Eco. Dis.	36	30	83%	85%	2%	23	64%	66%	2%	13	36%	38%	2%
Reading	5	Warner	ES 1	LEP Current	35	31	89%	91%	2%	19	54%	56%	2%	10	29%	31%	2%
Reading	5	Warner	ES 1	At-Risk	76	61	80%	82%	2%	42	55%	57%	2%	25	33%	35%	2%
Reading	5	Warner	ES 1	SPED	18	8	44%	46%	2%	*	*	*	*	*	*	*	*
Math	3	Warner	ES 1	All	186	167	90%	92%	2%	140	75%	77%	2%	88	47%	49%	2%
Math	3	Warner	ES 1	Hispanic	36	30	83%	85%	2%	22	61%	63%	2%	11	31%	33%	2%
Math	3	Warner	ES 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					#	#	%	%	%	#	%	%		#	%	%	
Math	3	Warner	ES 1	Asian	58	57	98%	100%	2%	53	91%	93%	2%	45	78%	80%	2%
Math	3	Warner	ES 1	African Am.	24	19	79%	81%	2%	14	58%	60%	2%	*	*	*	*
Math	3	Warner	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Warner	ES 1	White	59	53	90%	92%	2%	44	75%	77%	2%	25	42%	44%	2%
Math	3	Warner	ES 1	Two or More	8	7	88%	90%	2%	7	88%	90%	2%	*	*	*	*
Math	3	Warner	ES 1	Eco. Dis.	42	32	76%	78%	2%	23	55%	57%	2%	9	21%	23%	2%
Math	3	Warner	ES 1	LEP Current	12	12	100%	100%	0%	8	67%	69%	2%	*	*	*	*
Math	3	Warner	ES 1	At-Risk	40	31	78%	80%	2%	21	53%	55%	2%	12	30%	32%	2%
Math	3	Warner	ES 1	SPED	30	19	63%	65%	2%	13	43%	45%	2%	7	23%	25%	2%
Math	4	Warner	ES 1	All	195	179	92%	95%	3%	147	75%	77%	2%	87	45%	47%	2%
Math	4	Warner	ES 1	Hispanic	36	31	86%	88%	2%	23	64%	66%	2%	10	28%	30%	2%
Math	4	Warner	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Warner	ES 1	Asian	69	66	96%	98%	2%	64	93%	95%	2%	48	70%	72%	2%
Math	4	Warner	ES 1	African Am.	27	24	89%	91%	2%	18	67%	69%	2%	9	33%	35%	2%
Math	4	Warner	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Warner	ES 1	White	57	53	93%	95%	2%	38	67%	69%	2%	19	33%	35%	2%
Math	4	Warner	ES 1	Two or More	6	5	83%	85%	2%	*	*	*	*	*	*	*	*
Math	4	Warner	ES 1	Eco. Dis.	37	31	84%	86%	2%	23	62%	64%	2%	8	22%	24%	2%
Math	4	Warner	ES 1	LEP Current	26	23	88%	90%	2%	20	77%	79%	2%	12	46%	48%	2%
Math	4	Warner	ES 1	At-Risk	68	57	84%	86%	2%	43	63%	65%	2%	27	40%	42%	2%
Math	4	Warner	ES 1	SPED	24	18	75%	77%	2%	9	38%	40%	2%	6	25%	27%	2%
Math	5	Warner	ES 1	All	202	195	97%	99%	2%	160	79%	81%	2%	104	51%	53%	2%
Math	5	Warner	ES 1	Hispanic	37	35	95%	97%	2%	24	65%	67%	2%	13	35%	37%	2%
Math	5	Warner	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Warner	ES 1	Asian	65	64	98%	100%	2%	63	97%	99%	2%	48	74%	76%	2%
Math	5	Warner	ES 1	African Am.	25	23	92%	94%	2%	16	64%	66%	2%	5	20%	22%	2%
Math	5	Warner	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Warner	ES 1	White	66	65	98%	100%	2%	51	77%	79%	2%	33	50%	52%	2%
Math	5	Warner	ES 1	Two or More	9	8	89%	91%	2%	6	67%	69%	2%	5	56%	58%	2%
Math	5	Warner	ES 1	Eco. Dis.	37	35	95%	97%	2%	23	62%	64%	2%	11	30%	32%	2%
Math	5	Warner	ES 1	LEP Current	35	33	94%	96%	2%	27	77%	79%	2%	12	34%	36%	2%
Math	5	Warner	ES 1	At-Risk	76	70	92%	94%	2%	48	63%	65%	2%	26	34%	36%	2%
Math	5	Warner	ES 1	SPED	19	14	74%	76%	2%	6	32%	34%	2%	*	*	*	*
Science	5	Warner	ES 1	All	197	170	86%	88%	2%	125	63%	65%	2%	85	43%	45%	2%
Science	5	Warner	ES 1	Hispanic	37	28	76%	78%	2%	19	51%	53%	2%	12	32%	34%	2%
Science	5	Warner	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Warner	ES 1	Asian	65	61	94%	96%	2%	52	80%	82%	2%	39	60%	62%	2%
Science	5	Warner	ES 1	African Am.	24	19	79%	81%	2%	10	42%	44%	2%	*	*	*	*
Science	5	Warner	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #		2024 Approaches Incremental Growth Target %	% Approaches Growth Needed	2023: Meets Grade Level #		2024 Meets Incremental Growth Target %	% Meets Growth Needed	2023: Masters Grade Level #		2024 Masters Incremental Growth Target %	% Masters Growth Needed
						#	%	%		#	%	%		#	%	%	
Science	5	Warner	ES 1	White	63	56	89%	91%	2%	39	62%	64%	2%	27	43%	45%	2%
Science	5	Warner	ES 1	Two or More	8	6	75%	77%	2%	5	63%	65%	2%	*	*	*	*
Science	5	Warner	ES 1	Eco. Dis.	36	27	75%	77%	2%	15	42%	45%	3%	11	31%	33%	2%
Science	5	Warner	ES 1	LEP Current	35	29	83%	85%	2%	16	46%	48%	2%	9	26%	28%	2%
Science	5	Warner	ES 1	At-Risk	74	54	73%	75%	2%	34	46%	48%	2%	23	31%	33%	2%
Science	5	Warner	ES 1	SPED	17	9	53%	55%	2%	*	*	*	*	*	*	*	*