

Cypress-Fairbanks Independent School District

Wells Elementary School

2023-2024



Mission Statement

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

Vision

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

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Student Achievement

Student Achievement Strengths

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

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

Approaches or higher Performance Level:

3rd Grade Math: 92%

3rd Grade Reading: 94%

4th Grade Math: 79%

4th Grade Reading: 92%

5th Grade Math: 90%

5th Grade Reading: 95%

5th Grade Science: 93%

Meets or higher Performance Level:

3rd Grade Math: 69%

3rd Grade Reading: 80%

4th Grade Math: 59%

4th Grade Reading: 74%

5th Grade Math: 62%

5th Grade Reading: 88%

5th Grade Science: 69%

Masters Performance Level:

3rd Grade Math: 37%

3rd Grade Reading: 51%

4th Grade Math: 35%

4th Grade Reading: 49%

5th Grade Math: 35%

5th Grade Reading: 55%

5th Grade Science: 47%

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

22-23 Math:

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

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

22-23 RLA:

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

22-23 Science:

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

Problem Statements Identifying Student Achievement Needs

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

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

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

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

School Culture and Climate

School Culture and Climate Strengths

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

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

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

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

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

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

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

Problem Statements Identifying School Culture and Climate Needs

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

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

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

Parent and Community Engagement

Parent and Community Engagement Strengths

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

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

Problem Statements Identifying Parent and Community Engagement Needs



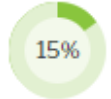



Problem Statement 1: Parent and Community Engagement: A portion of our campus community is unaware of campus communication methods & campus events. **Root Cause:** Parent and Community Engagement: We continue to have a significant number of new families register throughout each year due to the continual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









Goals

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

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

Evaluation Data Sources: STAAR RLA, Math, and Science










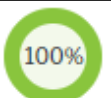
Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Teachers will strategically plan differentiated lessons that reach all student populations and engage in reflective practices for tracking student data, ensuring that reteaching and review opportunities are embedded within small group time.</p>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










Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: PE Teachers and AP's</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: data-based interventions and extensions to review previous TEKS and learning objectives.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Instructional Specialists, Curriculum Committee Grade Level Reps</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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		
<p>Strategy 1: Before/After School Program: Before and After School Tutoring - Targeted Interventions with grade level content teachers. Strategy's Expected Result/Impact: Meet or exceed targets as set in the Campus Improvement Plan data tables. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional Staffing: Primary Instructional Specialist will be hired to work with students at the foundational level to improve their academic performance in all subjects and allow our ELAR & M/S IS to focus intensely on 2nd-5th. Strategy's Expected Result/Impact: Meet or exceed targets as set in the Campus Improvement Plan data tables. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional Development: Math Consultant - Garland Linkenhoger Strategy's Expected Result/Impact: Meet or exceed targets as set in the Campus Improvement Plan data tables. Staff Responsible for Monitoring: Math IS's, AP's/Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Professional Development: ELAR Consultant - Elizabeth Martin Strategy's Expected Result/Impact: Meet or exceed targets as set in the Campus Improvement Plan data tables. Staff Responsible for Monitoring: ELAR Instructional Specialist, AP's/P</p>	Formative		
	Nov	Feb	May
			









Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Professional Development: Shonda Guthrie Primary Phonics. We have all K-2nd ELAR teachers, along with the ELAR & Primary IS's, attending phonics training to align instruction with state standards and curriculum.</p> <p>Strategy's Expected Result/Impact: Meet or exceed targets as set in the Campus Improvement Plan data tables.</p> <p>Staff Responsible for Monitoring: ELAR Instructional Specialist, Primary IS, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Professional Development: N2 Learning Teacher Institute. We have 1 math teacher per grade level, plus a math IS, that will be attending this cohort that will meet 6 times throughout the year to focus on engagement and strategies aligned with personalized learning for all students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed targets as set in the Campus Improvement Plan data tables.</p> <p>Staff Responsible for Monitoring: Principal, Math IS</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
 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 current school year, 100% of the district's safety policies will be implemented.

High Priority

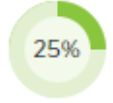







Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: All staff members will receive training on campus Emergency Operations Plan and safety procedures throughout the year.</p> <p>Strategy's Expected Result/Impact: Staff is confident and capable in regards to our student safety and our Emergency Operations Protocols.</p> <p>Staff Responsible for Monitoring: Principal & EOP Representative (AP)</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Principal and EOP Representative</p>	Formative		
	Nov	Feb	May
			
 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 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.



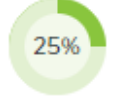





Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95.21% overall attendance rate. Student Incentive Attendance Plan - Weekly: Fun Friday (10-minute activity) for perfect attendance. Monthly: Attendance Prize Raffles. Quarterly: Attendance Celebrations & Attendance Awards</p> <p>Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)</p> <p>Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 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 3: Restorative Discipline: The campus will use restorative discipline practices.









Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Continue use of our effective systems and PBIS strategies.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. We have an extremely low number of office referrals driven by a few students. We will continue our effective systems and PBIS strategies in order not to exceed 5% of our student population.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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







Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: All staff will use discretion with absences and we will recognize staff with perfect attendance periodically.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.</p> <p>Staff Responsible for Monitoring: Principal, AP's, Campus Secretary</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Staff will be recognized quarterly during a staff meeting for exemplary attendance.</p> <p>Strategy's Expected Result/Impact: Increase staff attendance by 1%</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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

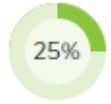





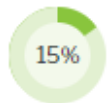

Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Provide and promote a menu of options for professional development that allow for flexibility in format and a variety of topics relating to our campus and individual teacher goals.</p> <p>Strategy's Expected Result/Impact: Teachers are provided with high quality training that enables them to effectively support our campus goals and student needs by implementing best practices.</p> <p>Staff Responsible for Monitoring: Principal, IS's, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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		
<p>Strategy 1: Parent and Family Engagement: We will continue to engage parents/community through our VIPS and campus communication to increase involvement and attendance at campus events.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teachers and Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will offer two interactive classroom parent involvement activities a year for each grade level during the school day.</p> <p>Strategy's Expected Result/Impact: Parent involvement and engagement will increase.</p> <p>Staff Responsible for Monitoring: Assistant principals and teachers.</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will offer one off-campus field trip a year for each grade level during the school day. Depending on the field trip, one to two parents per homeroom will be able to assist the students on the field trip.</p> <p>Strategy's Expected Result/Impact: Parent involvement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Grade Level AP</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: We will host a minimum of two large family events outside school hours; the Annual Wells Winter 5K run and our annual Wells #FBF Family Festival in March</p> <p>Strategy's Expected Result/Impact: Parent Involvement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Assistant Principals through Fun Run Sign-Up & #FBF Ticket Sales</p>	Formative		
	Nov	Feb	May
			



No Progress



Accomplished



Continue/Modify



Discontinue

2023-2024 CPOC

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

Committee Role	Name	Position
Classroom Teacher	Alayna Macalla	Dyslexia Teacher
Classroom Teacher	Frances Flores	Special Education Teacher
Parent	Robert Walls	Parent
Parent	Angela Samuel	Parent
Administrator	Shelby Swancoat	Assistant Principal
Other School Leader (Nonteaching Professional) #1	Melissa Sheninger	Counselor

Addendums

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% 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
					2023	#	%	%	#	%	%	#	%	%	#	%	%
					#	#	%	%	#	%	%	#	%	%	#	%	%
Reading	3	Wells	ES 1	All	203	191	94%	99%	5%	162	80%	85%	5%	103	51%	56%	5%
Reading	3	Wells	ES 1	Hispanic	41	37	90%	95%	5%	28	68%	73%	5%	17	41%	46%	5%
Reading	3	Wells	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Wells	ES 1	Asian	70	66	94%	99%	5%	59	84%	89%	5%	45	64%	69%	5%
Reading	3	Wells	ES 1	African Am.	29	27	93%	98%	5%	24	83%	88%	5%	11	38%	43%	5%
Reading	3	Wells	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Wells	ES 1	White	55	53	96%	100%	4%	43	78%	83%	5%	26	47%	52%	5%
Reading	3	Wells	ES 1	Two or More	8	8	100%	100%	0%	8	100%	100%	0%	*	*	*	*
Reading	3	Wells	ES 1	Eco. Dis.	28	23	82%	87%	5%	18	64%	69%	5%	13	46%	51%	5%
Reading	3	Wells	ES 1	LEP Current	21	19	90%	95%	5%	13	62%	67%	5%	*	*	*	*
Reading	3	Wells	ES 1	At-Risk	42	36	86%	91%	5%	23	55%	60%	5%	11	26%	31%	5%
Reading	3	Wells	ES 1	SPED	12	10	83%	88%	5%	7	58%	63%	5%	*	*	*	*
Reading	4	Wells	ES 1	All	194	179	92%	97%	5%	143	74%	79%	5%	96	49%	54%	5%
Reading	4	Wells	ES 1	Hispanic	33	29	88%	93%	5%	23	70%	75%	5%	15	45%	50%	5%
Reading	4	Wells	ES 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Wells	ES 1	Asian	62	57	92%	97%	5%	49	79%	84%	5%	34	55%	60%	5%
Reading	4	Wells	ES 1	African Am.	24	22	92%	97%	5%	15	63%	68%	5%	10	42%	47%	5%
Reading	4	Wells	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Wells	ES 1	White	61	58	95%	100%	5%	47	77%	82%	5%	30	49%	54%	5%
Reading	4	Wells	ES 1	Two or More	13	12	92%	97%	5%	8	62%	67%	5%	6	46%	51%	5%
Reading	4	Wells	ES 1	Eco. Dis.	30	27	90%	95%	5%	17	57%	62%	5%	9	30%	35%	5%
Reading	4	Wells	ES 1	LEP Current	22	17	77%	82%	5%	7	32%	37%	5%	5	23%	28%	5%
Reading	4	Wells	ES 1	At-Risk	66	56	85%	90%	5%	28	42%	47%	5%	16	24%	29%	5%
Reading	4	Wells	ES 1	SPED	17	9	53%	58%	5%	5	29%	34%	5%	*	*	*	*
Reading	5	Wells	ES 1	All	195	186	95%	100%	5%	171	88%	93%	5%	107	55%	60%	5%
Reading	5	Wells	ES 1	Hispanic	39	38	97%	100%	3%	32	82%	87%	5%	15	38%	43%	5%
Reading	5	Wells	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Wells	ES 1	Asian	48	46	96%	100%	4%	44	92%	97%	5%	36	75%	80%	5%
Reading	5	Wells	ES 1	African Am.	23	20	87%	92%	5%	19	83%	88%	5%	7	30%	35%	5%
Reading	5	Wells	ES 1	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Wells	ES 1	White	71	69	97%	100%	3%	64	90%	95%	5%	41	58%	63%	5%
Reading	5	Wells	ES 1	Two or More	13	12	92%	97%	5%	11	85%	90%	5%	7	54%	59%	5%
Reading	5	Wells	ES 1	Eco. Dis.	22	19	86%	91%	5%	15	68%	73%	5%	7	32%	37%	5%
Reading	5	Wells	ES 1	LEP Current	13	12	92%	97%	5%	11	85%	90%	5%	6	46%	51%	5%
Reading	5	Wells	ES 1	At-Risk	58	51	88%	93%	5%	44	76%	81%	5%	19	33%	38%	5%
Reading	5	Wells	ES 1	SPED	11	6	55%	60%	5%	*	*	*	*	*	*	*	*
Math	3	Wells	ES 1	All	202	185	92%	97%	5%	139	69%	74%	5%	75	37%	42%	5%
Math	3	Wells	ES 1	Hispanic	41	36	88%	92%	4%	23	56%	61%	5%	11	27%	32%	5%

