

Cypress-Fairbanks Independent School District

Yeager Elementary School

2022-2023



Mission Statement

Yeager is a safe place for all students to learn, grow and become their best self.

Vision

LEAD: Learn. Empower. Achieve. Dream.

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

-

Science

- Earned a Distinction Designation

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: ELAR: On average, 32% of students in 3rd, 4th, and 5th grade are not meeting standard on the Reading STAAR. **Root Cause:** ELAR: Teachers did not provide enough online practice that aligns with the assessment and teachers did not provide individualized data driven instruction.

Problem Statement 2: Math: On average, 43% of our students did not meet standard on the Math STAAR. **Root Cause:** Math: Teachers did not account for lower reading levels which impacted students ability to read and comprehend the questions and teachers did not provide additional practice for the foundational skill of fact fluency.

Problem Statement 3: Science: 26% of the students did not meet standard on the Science STAAR. **Root Cause:** Science: Teachers did not provide enough exposure to content vocabulary through interactive word walls and hands on experiences.

Problem Statement 4: Students are beginning the 2022-23 school year with learning gaps. **Root Cause:** Yeager has a high mobility and poor attendance and teachers are not targeting students who are missing foundational skills in academics and social learning.

Problem Statement 5: Yeager has a high population of economically disadvantaged/at-risk students. **Root Cause:** Yeager has a high mobility, poor attendance, and a lack of parental supports therefore students are missing foundational skills in academics and social learning which can be targeted in interventions.

School Culture and Climate

School Culture and Climate Strengths

Yeager is a Positive Behavioral Interventions and Supports (PBIS) campus. Students are expected to RISE to excellence at Yeager. Students recite the RISE chant daily and receive RISE Rewards as they demonstrates positive behavior. At Yeager, we have a strong focus on social and emotional learning as evidenced by our three counselor model. Yeager is in compliance with CFISD Lead Safety protocols and safety. Students are encouraged to attend school regularly and on- time within all COVID-19 protocols. Yeager is in compliance with all safety drill requirements.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students have a deficiency in utilizing appropriate coping mechanisms and lack of interpersonal peer and adult communication skills. **Root Cause:** Due to remote learning, teachers have not had the opportunity to provide direct instruction on appropriate social- emotional skills.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Yeager Elementary has highly qualified teachers. All teachers are appropriately certified for their current teaching assignments. Teachers attend professional developments with the district throughout the year. Yeager has a strong teacher leader team.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers do not feel connected to the school community. **Root Cause:** Teachers are experiencing high levels of stress due to classroom behaviors, additional responsibilities, and lack of parent support.

Parent and Community Engagement

Parent and Community Engagement Strengths

Yeager has an active and supportive PTO and support from our community. Yeager continues to collaborate with parents and our community for events such as our annual Veterans Day program, Yeager Honor Choir caroling, and other community engagements. Parent participation is high at events such as STEAM Night and Winter Wonderland. Watch DOGS increases the number of male volunteers at our campus. Yeager has a community mentoring program.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Yeager experiences a low percentage of parent involvement. **Root Cause:** Yeager needs to use a variety of methods to communicate with parents about parent engagement events and opportunities.


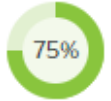







Goals
















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: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Teachers will have consistent plans with differentiated instruction using small groups to target the academic needs of students.</p> <p>Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data tables.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal, District Coach</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Teachers will implement data driven small group instruction with targeted differentiated activities, including the use of manipulatives, based on the academic need of each student.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal, District Coach, Academic Achievement Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Students will participate in hands-on, engaging lessons and encourage scientific vocabulary development through interactive word walls or anchor charts.</p> <p>Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data tables.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal</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: Principal</p>	Formative		
	Nov	Feb	May
	N/A		
Strategy 5 Details	Formative Reviews		
<p>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: differentiated small group instruction based on deficit skills and enrichment for students who are performing at or above level.</p> <p>Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data tables.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal, Academic Achievement Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>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: Activities during Closing the Gap, weekly wellness activities with the counselors, Flocabulary, Choice Boards, etc. We will offer choir and student leadership opportunities to our fifth graders.</p> <p>Strategy's Expected Result/Impact: Flocabulary- Students will utilize Flocabulary as additional intervention at school and at home to assist in meeting or exceeding instructional targets.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Counselors, Assistant Principals, Principal, Academic Achievement Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: At-risk students who did not meet standards (African-American, Hispanic, White, Economically Disadvantaged, Emergent Bilingual and Special Education) 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 . We will have a Global vending machine(\$4845).</p> <p>Strategy's Expected Result/Impact: As a Title I campus, Yeager will implement the following measures to ensure that students will meet or exceed the STAAR targets on the attached data tables.</p> <ol style="list-style-type: none"> 1) Employ supplemental staff, including 2 professionals and 1 paraprofessional. 2) Pay for Professional Development opportunities for teachers. 3) Engage temporary workers to enhance targeted instruction and tutorials. 4) Provide supplemental classroom supplies and materials. <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal, Academic Achievement Specialist</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 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 pay for 5 part time reading/math interventionist and to provide funds to send teacher to professional development conferences.

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: Saturday Camp Strategy's Expected Result/Impact: Ninety percent of third, fourth and fifth grade students will pass STAAR or be determined to make progress on STAAR. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	N/A		
Strategy 2 Details	Formative Reviews		
Strategy 2: Before/After School Program: tutoring Strategy's Expected Result/Impact: 90% of third, fourth and fifth grade students will pass STAAR reading and math or be determined to make progress Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Staffing: Core content area interventionist (reading) Strategy's Expected Result/Impact: Ninety percent of 3rd, 4th and 5th grade students will pass STAAR reading or demonstrate progress. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Professional Learning: Teachers will attend a workshop focusing on reading and writing non-fiction texts. Strategy's Expected Result/Impact: Meet or exceed STAAR targets on attached table Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	N/A	N/A	N/A
No Progress 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











Summative Evaluation: Significant progress made toward meeting Objective

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Lessons on anti-bullying and drug awareness will be taught each month, along with classroom guidance from our school counselors.</p> <p>Students, staff and community will be aware of Cy-Fair Tipline and understand how to use it.</p> <p>Strategy's Expected Result/Impact: Decrease number of office referrals and reports of bullying.</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principals, Counselors, PBIS Committee</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: Assistant Principal, 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 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








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Students will earn perfect attendance in grades PK-5.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 98%.</p> <p>Staff Responsible for Monitoring: Teachers, attendance secretary, Assistant Principals, Counselors, Academic Achievement Specialist</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 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








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Staff will attend training in PBIS and Restorative Practices. Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10%. Staff Responsible for Monitoring: Teachers, PBIS Team, Behavior Interventionists</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions Alternative strategies to in school suspensions for SPED African American students will be implemented including mindfulness strategies, counseling, and in class support as appropriate. Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 10%. Staff Responsible for Monitoring: Assistant Principals, PBIS Team, Behavior Interventionists</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Alternative strategies to out of school suspension including restorative practices and reverse suspension will be put in place as appropriate. Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 100%. Staff Responsible for Monitoring: Assistant Principals; PBIS Team, Behavior Interventionists</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: Alternative strategies to SOS placements will be used as appropriate. Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%. Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Our campus will continue to use and teach Bringing Out The Best and other SEL resources to promote positive behaviors over violence.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Counselors, PBIS Team, Assistant Principals, teachers, staff, Behavior Interventionists</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 1: Teacher/Paraprofessional Attendance: By the end of the 2022-23 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: Provide incentives for staff attendance every nine weeks. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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, 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

Summative Evaluation: Some progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: K-3 teachers will participate in the Teacher Reading Academy. Strategy's Expected Result/Impact: 1. Teachers will deliver instruction based on the science of teaching reading. Staff Responsible for Monitoring: Instructional Specialists	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 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 5%.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Parents and students will participate in virtual and face-to-face family engagement activities such as :</p> <p>Meet the Teacher Open House Primary Night Field Day VIPS Meetings Winter Wonderland</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. 1. Yeager Elementary is promoting family involvement with a individual educational activity to promote literacy and family time. Staff Responsible for Monitoring: Title I Coordinator</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2022-2023 CPOC

Committee Role	Name	Position
Administrator	Tyler Hart	Principal
Classroom Teacher	Esmeralda Martinez	Teacher #1
Classroom Teacher	Liliana Boodram	Teacher #2
Classroom Teacher	Kailey Cutbirth	Teacher #3
Classroom Teacher	Vilma Martinez	Teacher #4
Classroom Teacher	Julie Mendoza	Teacher #5
Classroom Teacher	Faith Schuchardt	Teacher #6
Classroom Teacher	Kendra Johnson	Teacher #7
Classroom Teacher	Alane Williams	Teacher #8
Non-classroom Professional	Lateashia Jackson-Majors	ELAR Instructional Specialist
Non-classroom Professional	Kimberly Cutbirth	Assistant Principal
Non-classroom Professional	Nicole Barnes	Assistant Principal
Non-classroom Professional	Stevie Margreiter	Primary Instructional Specialist
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Christina Cole	Administrator (LEA) #2
Parent	Nicole Gilliam	Parent #1
Parent	Heather Rodriguez	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	Rosa Baker	Paraprofessional #1
Paraprofessional	add name	Paraprofessional #2
Non-classroom Professional	Traci Melly	Librarian
Non-classroom Professional	Jacqueline Hanna	Testing Coordinator
Non-classroom Professional	Britney Mooney	Counselor
Non-classroom Professional	Beth Krus	Counselor

Committee Role	Name	Position
Non-classroom Professional	Chris Devries	Behavior Interventionist
Non-classroom Professional	Latosha Martin	Behavior Interventionist
Non-classroom Professional	Robyn LaGrappe	Diagnostician
Non-classroom Professional	Kim Phan	Math/Science Instructional Specialist
Non-classroom Professional	Katie Grenwelge	Title I Specialist
Classroom Teacher	Renee Brumbaugh	Teacher

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: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				2022	#	%			#	%			#	%		
				#	#	%	#	%	#	%						
Reading	3	Yeager	White	25	22	88%	93%	79%	16	64%	69%	58%	11	44%	49%	*
Reading	3	Yeager	Two or More	5	3	60%	65%	100%	3	60%	65%	*	1	20%	25%	*
Reading	3	Yeager	Eco. Dis.	91	54	59%	64%	71%	33	36%	41%	40%	15	16%	21%	14%
Reading	3	Yeager	Emergent Bilingual	27	12	44%	49%	55%	7	26%	31%	27%	2	7%	12%	*
Reading	3	Yeager	At-Risk	81	46	57%	62%	64%	27	33%	38%	31%	11	14%	19%	13%
Reading	3	Yeager	SPED	13	4	31%	36%	31%	1	8%	13%	*	1	8%	13%	*
Reading	4	Yeager	All	133	85	64%	69%	75%	54	41%	46%	39%	29	22%	27%	17%
Reading	4	Yeager	Hispanic	76	48	63%	68%	70%	26	34%	39%	31%	14	18%	23%	11%
Reading	4	Yeager	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Yeager	Asian	*	*	*	*	100%	*	*	*	83%	*	*	*	*
Reading	4	Yeager	African Am.	35	17	49%	54%	69%	10	29%	34%	34%	5	14%	19%	*
Reading	4	Yeager	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Yeager	White	19	17	89%	94%	90%	16	84%	89%	60%	10	53%	58%	35%
Reading	4	Yeager	Two or More	*	*	*	*	86%	*	*	*	*	*	*	*	*
Reading	4	Yeager	Eco. Dis.	95	54	57%	62%	67%	29	31%	36%	31%	16	17%	22%	10%
Reading	4	Yeager	Emergent Bilingual	40	20	50%	55%	56%	6	15%	20%	22%	4	10%	15%	14%
Reading	4	Yeager	At-Risk	87	47	54%	59%	63%	23	26%	31%	28%	12	14%	19%	10%
Reading	4	Yeager	SPED	24	6	25%	30%	45%	3	13%	18%	*	1	4%	9%	*
Reading	5	Yeager	All	121	97	80%	85%	73%	63	52%	57%	47%	44	36%	41%	28%
Reading	5	Yeager	Hispanic	65	55	85%	90%	65%	36	55%	60%	37%	26	40%	45%	22%
Reading	5	Yeager	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Yeager	Asian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Yeager	African Am.	30	19	63%	68%	79%	8	27%	32%	47%	6	20%	25%	26%
Reading	5	Yeager	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Yeager	White	20	17	85%	90%	85%	15	75%	80%	65%	10	50%	55%	45%
Reading	5	Yeager	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Yeager	Eco. Dis.	75	56	75%	80%	69%	35	47%	52%	36%	25	33%	38%	17%
Reading	5	Yeager	Emergent Bilingual	24	17	71%	76%	53%	9	38%	43%	15%	7	29%	34%	*
Reading	5	Yeager	At-Risk	83	64	77%	82%	61%	39	47%	52%	27%	23	28%	33%	15%
Reading	5	Yeager	SPED	15	4	27%	32%	27%	2	13%	18%	*	1	7%	12%	*
Science	5	Yeager	All	120	89	74%	79%	63%	57	48%	53%	33%	28	23%	28%	11%
Science	5	Yeager	Hispanic	64	51	80%	85%	54%	32	50%	55%	25%	14	22%	27%	9%
Science	5	Yeager	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Yeager	Asian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Yeager	African Am.	30	16	53%	58%	62%	8	27%	32%	24%	4	13%	18%	*
Science	5	Yeager	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Yeager	White	20	17	85%	90%	85%	13	65%	70%	60%	7	35%	40%	25%
Science	5	Yeager	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Yeager	Eco. Dis.	74	52	70%	75%	56%	27	36%	41%	24%	11	15%	20%	6%
Science	5	Yeager	Emergent Bilingual	24	15	63%	68%	43%	6	25%	30%	13%	2	8%	13%	*
Science	5	Yeager	At-Risk	82	59	72%	77%	50%	31	38%	43%	18%	10	12%	17%	7%
Science	5	Yeager	SPED	15	4	27%	32%	36%	2	13%	18%	*	1	7%	12%	*

Early Childhood Literacy Board Outcome Goal

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

		YEAGER	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	All	Target and Actual Rate	38%	36%	40%	46%	42%	45%	48%
		Total Number Meets or Higher		39		60			
		Total Number Tested		107		131			
		Points away from or above target		-2		+6			
		Difference from Prior Year				+10			
		Growth from Prior Year				28%			
	African American	Target and Actual Rate	36%	48%	38%	38%	40%	43%	46%
		Total Number Meets or Higher		10		10			
		Total Number Tested		21		26			
		Points away from or above target		+12		0			
Difference from Prior Year					-10				
Growth from Prior Year					-21%				
Hispanic	Target and Actual Rate	18%	21%	20%	39%	22%	25%	28%	
	Total Number Meets or Higher		14		28				
	Total Number Tested		67		72				
	Points away from or above target		+3		+19				
	Difference from Prior Year				+18				
	Growth from Prior Year				86%				
White	Target and Actual Rate	79%	75%	81%	64%	83%	86%	89%	
	Total Number Meets or Higher		12		16				
	Total Number Tested		16		25				
	Points away from or above target		-4		-17				
	Difference from Prior Year				-11				
	Growth from Prior Year				-15%				
Eco. Disadv.	Target and Actual Rate	24%	30%	26%	36%	28%	31%	34%	
	Total Number Meets or Higher		24		32				
	Total Number Tested		81		89				
	Points away from or above target		+6		+10				
	Difference from Prior Year				+6				
	Growth from Prior Year				20%				
EL (Current & Monitored)	Target and Actual Rate	17%	17%	19%	35%	21%	24%	27%	
	Total Number Meets or Higher		7		16				
	Total Number Tested		42		46				
	Points away from or above target		0		+16				
	Difference from Prior Year				+18				
	Growth from Prior Year				106%				
Cont. Enrolled	Target and Actual Rate	44%	38%	46%	48%	48%	51%	54%	
	Total Number Meets or Higher		30		42				
	Total Number Tested		79		88				
	Points away from or above target		-6		+2				
	Difference from Prior Year				+10				
	Growth from Prior Year				26%				
Non-Cont. Enrolled	Target and Actual Rate	26%	32%	28%	42%	30%	33%	36%	
	Total Number Meets or Higher		9		18				
	Total Number Tested		28		43				
	Points away from or above target		+6		+14				
	Difference from Prior Year				+10				
	Growth from Prior Year				31%				

Early Childhood Math Board Outcome Goal

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

		YEAGER	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	All	Target and Actual Rate	39%	22%	41%	21%	43%	46%	49%
		Total Number Meets or Higher		24		28			
		Total Number Tested		108		131			
		Points away from or above target		-17		-20			
		Difference from Prior Year				-1			
		Growth from Prior Year				-5%			
	African American	Target and Actual Rate	39%	10%	41%	19%	43%	46%	49%
		Total Number Meets or Higher		2		5			
		Total Number Tested		21		26			
		Points away from or above target		-29		-22			
Difference from Prior Year					+9				
Growth from Prior Year					90%				
Hispanic	Target and Actual Rate	25%	19%	27%	14%	29%	32%	35%	
	Total Number Meets or Higher		13		10				
	Total Number Tested		67		72				
	Points away from or above target		-6		-13				
	Difference from Prior Year				-5				
	Growth from Prior Year				-26%				
White	Target and Actual Rate	71%	50%	73%	28%	75%	78%	81%	
	Total Number Meets or Higher		8		7				
	Total Number Tested		16		25				
	Points away from or above target		-21		-45				
	Difference from Prior Year				-22				
	Growth from Prior Year				-44%				
Eco. Disadv.	Target and Actual Rate	28%	21%	30%	10%	32%	35%	38%	
	Total Number Meets or Higher		17		9				
	Total Number Tested		82		89				
	Points away from or above target		-7		-20				
	Difference from Prior Year				-11				
	Growth from Prior Year				-52%				
EL (Current & Monitored)	Target and Actual Rate	19%	19%	21%	13%	23%	26%	29%	
	Total Number Meets or Higher		8		6				
	Total Number Tested		42		46				
	Points away from or above target		0		-8				
	Difference from Prior Year				-6				
	Growth from Prior Year				-32%				
Cont. Enrolled	Target and Actual Rate	44%	23%	46%	23%	48%	51%	54%	
	Total Number Meets or Higher		18		20				
	Total Number Tested		79		88				
	Points away from or above target		-21		-23				
	Difference from Prior Year				0				
	Growth from Prior Year				0%				
Non-Cont. Enrolled	Target and Actual Rate	30%	21%	32%	19%	34%	37%	40%	
	Total Number Meets or Higher		6		8				
	Total Number Tested		29		43				
	Points away from or above target		-9		-13				
	Difference from Prior Year				-2				
	Growth from Prior Year				-10%				

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 of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
 - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use 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.