

# Cypress-Fairbanks Independent School District

## Fiest 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

LEAD - Learn. Empower. Achieve. Dream.

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### SCHOOL PROFILE

Fiest Elementary School is a campus in Houston, Texas. Fiest Elementary opened its doors in 1989. Fiest Elementary is projected to serve 840 students in grades ECSE3 - 5 during the 2023-2024 school year, which is a projected decrease from the previous year of 854 students at the end of 2022-23.

#### COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Fiest Elementary School's needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2022-23 school year:

CFISD Benchmark Data  
STAAR  
End-of-Year Assessment data for non-STAAR grade levels  
Attendance Data  
Discipline Data

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 8, 2023 and again on September 7, 2023 to develop and finalize the CNA. The meetings were held in in the school library at 4:10 pm..

At the first meeting on on May 8, 2023, principal Dr. Jeanette Gerault, the instructional specialists, assistant principals and the behavior interventionist reviewed the data for student achievement from the 2022-2023 school year as well as school culture data from the Employee Perception Survey and parent feedback from our Title 1 Parent Survey, and discipline data. The committee also reviewed the Title 1 budget from the 2022-2023 school year. Based on this information, the committee determined strengths and areas of focus for the upcoming year. The committee completed the Root Cause Analysis and developed our projected goals and objectives based on the information available. The committee also made a preliminary plan for Title 1 spending for the 2023-2024 school year.

At the second meeting on September 7, 2023 the CPOC committee reviewed the updated STAAR and EOY data and compared the data to the preliminary goals and objectives to determine if they were still appropriate based on any new information. Necessary updates were made and accepted by the committee. Title 1 spending adjustments were also made.

The problem statements and root causes are listed in each section of the needs assessment.

## **SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES**

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year:

Our first identified priority problem is in the area of student achievement, specifically in RLA Student performance across all grade levels and most sub pops are below the targets for Meets and Masters. Through the root cause analysis process, we identified We have focused small group instruction and intervention toward students performing below grade level or the approaches category. We need to purposefully plan systematic and explicit instruction, academic conversation and practice purposeful small group with our (African American, EB, White, Asian, Hispanic and SpEd) students specifically in mind as the root cause.

Our second identified priority problem is in the area of student achievement, specifically in Math, student math performance shows a greater percent of students not meeting, and or Approaching grade level, compared to those Meeting or Mastering. Through the root cause analysis process, we identified Teachers are not completely knowledgeable on how to effectively implement differentiated instruction to meet all levels of students. We need to prepare, plan and think critically to be proactive in teaching interactive vocabulary skills, utilizing mathematical conversations and real-world problem solving.

Our third identified priority problem is in the area of student discipline, specifically knowing and understanding campus expectations and following them. Through the root cause analysis process, we identified staff needs to support all students through consistent, common language to shape and reinforce positive behaviors and commit to implementing the PBIS behavior matrix and continuum across all campus settings for consistency in expectations for all students.

# Student Achievement

## Student Achievement Strengths

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

### Reading:

Fiest's 3,4,5 grade students increased the percentage of student scoring at "approaches" or higher in reading by 5%.

Students in 3rd grade met or exceeded the CIP target for the All, African American, White and Economically Disadvantaged groups. They also equaled or surpassed the district in ALL, African American, and White groups and our cluster in the All, African American, White, Economically Disadvantaged and At-Risk groups.

Students in 4th grade met or exceeded the CIP target for the Hispanic, Special Education and Emergent Bilingual groups. They also equaled or surpassed the district in Hispanic and Special Education and our cluster in the Special Education group.

Students in 5th grade met or exceeded the CIP target for the All, African American, White, At-Risk, Special Education and Economically Disadvantaged groups. They also equaled or surpassed the district in African American, At-Risk and Special Education groups and our cluster in the White and Special Education groups.

### Math:

Fiest's 3,4,5 grade students increased the percentage of students scoring at "approaches" or higher in math by 9%.

Students in 3rd grade met or exceeded the CIP target for the All, Hispanic, White, Emergent Bilingual, At-Risk, Special Education and Economically Disadvantaged groups. They also equaled or surpassed the district in Hispanic and Special Education groups and our cluster in the White and Special Education groups.

Students in 4th grade met or exceeded the CIP target for the All, Hispanic, White Emergent Bilingual, At-Risk, Special Education, and Economically Disadvantaged groups. They also equaled or surpassed the district in Hispanic and Special Education groups and our cluster in the White and Special Education.

Students in 5th grade met or exceeded the CIP target for the All, Hispanic, African American, White, Emergent Bilingual, At-Risk, Special Education and Economically Disadvantaged groups. They also equaled or surpassed our cluster in the All, African American, White, and Economically Disadvantaged groups.

### Science:

Fiest's 5th grade students exceeded or equaled the district percentage of achieving the "Masters" level in the Hispanic, Economically Disadvantaged, Emergent Bilingual, and and the At-Risk student groups. Our students equaled or surpassed the cluster percentages in the All, White, Economically Disadvantaged, Emergent Bilingual, and At-Risk student groups at the Masters level.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** RLA: Student performance across all grade levels and most sub pops are below the targets for Meets and Masters. **Root Cause:** RLA: We have focused small group instruction and intervention toward students performing below grade level or the approaches category. We need to purposefully plan systematic and explicit instruction, academic conversation and practice purposeful small group with our (African American, EB, White, Asian, Hispanic and SpEd) students specifically in mind.

**Problem Statement 2:** Math: Student math performance shows a greater percent of students not meeting, and or Approaching grade level, compared to those Meeting or Mastering. **Root Cause:** Math: Teachers are not completely knowledgeable on how to effectively implement differentiated instruction to meet all levels of students. We need to prepare, plan and think critically to be proactive in teaching interactive vocabulary skills, utilizing mathematical conversations and real-world problem solving.

**Problem Statement 3:** Science: Our Science performance in the Meets and Masters categories was low compared to previous years. **Root Cause:** Science: Students' inability to write about science concepts using academic and nonacademic vocabulary. We need to purposefully plan interactive vocabulary activities, real-world/relevant experiences in science, and discuss the impact of them in the classroom using academic conversation and content-based writing.

**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.

**Problem Statement 5:** Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

# School Culture and Climate

## School Culture and Climate Strengths

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

The following strengths were identified in the Employee Perception Survey for the 2022-2023 school year:

The Employee Perception Survey from 2022-2023 indicates the following are 85%+: opportunities to think for myself, opportunities for professional growth are available, work asked of me relates to my job, information is available to help me do my job effectively, opportunities are available to provide input, procedures have been implemented to keep me safe, quality work is expected from me, opportunities for collaboration, opportunities to discuss concerns with my administrators, information to my job is accessible, I am clear about my job responsibilities, various forms of feedback are given to help me improve my performance, quality work is expected of students and decisions are data driven.

The area below 85% agreement is: staff recognition is built into the school culture at 80% agreeing and 20% in disagreement.

Fiest has a mentoring programming, PALS, Teacher Prep Program, Student Leadership and Bear PAws to support a positive environment.

Our teachers conduct Bringing Out the Best monthly lessons to PK-5 to build positive relationships and promote safety for all students and staff. The assistant principals have code of conduct talks so that students are aware of the rules and consequences for not following the rules. Our counselors and behavior interventionist teach guidance lesson on friendship, bullying, test-anxiety, social skills and problem solving. All classes conduct class meetings and social skills lessons during morning meeting time each day.

As a Positive Behavioral Interventions and Supports (PBIS) campus, it is our goal to create a safe learning environment where all students are Be Respectful, Take Ownership, Be Accountable, Be Reliable, Be Safe. Students can earn a ROAR points via Class Dojo when demonstrating knowledge of the ROAR; which they have a class menu of items to purchase from as well as school wide incentives each month (i.e. Bear Mart for holiday purchases, make a craft, game day, etc). "Self Managers" is another incentive for students to earn when they consistently follow the expectations as well as go above and beyond be a positive role model for others at school. The students receive a badge and have special privileges in class and school.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Schoolwide discipline procedures including PBIS strategies are not consistently implemented. **Root Cause:** Students are struggling to appropriately communicate their needs and teachers are struggling to prevent and de-escalate disruptions. Staff needs additional training and resources to support PBIS and behavior.

# 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.

Fiest had 2 retirements and 1 resignation. We had 7 transfers in 2022-2023. We only hired 8 new teachers.

- All teachers are Highly Qualified or completing an ACP program to become HQ.
- Personnel with different strengths are hired through a series of administrative and team interviews
- Fiest serves as an educational learning campus for student teachers and Teacher Prep Program from Cy-Falls
- PTO provides money for teachers to attend staff development
- Title 1 budget permits for multiple professional development opportunities
- New teachers/paraprofessionals are assigned a mentor to provide support
- Relevant professional development is offered in our building as needed, such as MClass, classroom management, technology, etc.
- Paraprofessionals are invited to attend staff development at the campus

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Paraprofessionals and Teachers are more likely to be absent on a Monday or a Friday. Frequent staff absences impacts student learning and lack of substitutes directly impacts teams. **Root Cause:** Teacher/Paraprofessional Attendance: Due to COVID, Flu and other illnesses, staff took absences as needed. Staff also took time off because dr offices do not have late afternoon appointments. Some staff members use their 10 allotted absences each year through a combination of illness and personal days.



# Parent and Community Engagement

## Parent and Community Engagement Strengths

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

Numerous opportunities for family and community involvement are provided throughout the year. In 2022-2023, we have/will host events such as: Meet the Teacher, Open House, Unplugged Family Event, Winter Math/Reading Nights, Science Night, Rodeo Round-Up/Bear Parade, Penguin Ball, Student Showcase Night, Awards Day, 5<sup>th</sup> Grade Recognition Night, Veteran's Day Celebration, and Book Fairs,

Our partnerships with CFFCU and Cornerstone United Methodist Church provide many meaningful volunteer opportunities.

Fiest utilizes multiple forums for communication to keep parents informed. These include newsletters, School Messenger, Remind texts, e-mails, marquee, and social media posts.

## Problem Statements Identifying Parent and Community Engagement Needs


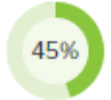
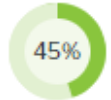



**Problem Statement 1:** Parents of at-risk students do not always attend school events. **Root Cause:** We need to advertise and make more connections with parents to give them more incentive to attend.







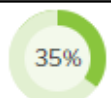

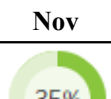
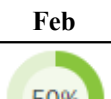
# Goals









**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.


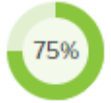
**Performance Objective 1: Curriculum and Instruction & Accountability:** By the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.







**Evaluation Data Sources:** STAAR RLA, Math, and Science

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: RLA:</b> We will support all students in daily small group instruction based on student need in order to increase decoding skills, increase vocabulary skills, and deepen comprehension with a specific focus (ex. Implementing Texas Reading Academy strategies)</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Student Data: The percentage of students reaching "approaches, meets, and masters grade level standard" will increase.</p> <p>Planning: Each week, a portion of content planning will be used for small group instruction discussions using small group reading resources.</p> <p>Walkthroughs: P/APs/ISs will look for evidence of purposeful small group instructional techniques in the classroom, at least once a month. Small Group Reading Intervention for 1st and 2nd grade students significantly reading below grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISs, Instructional teaching staff and paraprofessionals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: RLA:</b> We will support all students in reading and listening comprehension through daily read alouds with accountable talk, with a strategic focus on STAAR rigor, use of visuals, and provide experiences virtually and in person to grow student schema.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Meet or exceed the targets on the attached CIP target tables.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: RLA:</b> We will support all students in decoding and phonics instruction in order to strengthen writing compositions. We will use knowledge of all letter sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words accurately in and out of context. We will utilize Texas Reading Strategies and provide teacher staff development opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Meets or exceeds the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISs, Instructional teaching staff and paraprofessionals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Writing: Students will apply writing strategies across all content areas. They will have opportunities to write critically and deepen thinking weekly in subjects beyond Language Arts.</p> <p><b>Strategy's Expected Result/Impact:</b> Meets or exceeds the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISS, Instructional teaching staff and paraprofessionals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Writing: We will commit to supporting all students with direct instruction of grammar and mechanics, as well as application of these skills to strengthen written compositions. We will continue to review these skills throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Meets or exceeds the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISS, Instructional teaching staff and paraprofessionals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Math: We will focus on creating a deeper understanding of number sense and fact fluency to grow students' numeracy. Strategies that will be employed include making tens, using the base ten system, committing to number talks, utilizing ST Math with fidelity within the math instructional block, and growing teacher capacity through Math training with Garland.</p> <p><b>Strategy's Expected Result/Impact:</b> Meets or exceeds the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISS, Instructional teaching staff and paraprofessionals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Math: We will grow mathematical comprehension by utilizing a problem-solving process. To aid in student understanding, teachers will collaborate and vertically align when considering the main idea, visual representation, and vocabulary to grow students' schema. Strategies that will be utilized include time for teacher coaching with Garland, professional development focused on alignment and consistency, and classroom anchor charts that target vocabulary and examples for students to reference independently.</p> <p><b>Strategy's Expected Result/Impact:</b> Meets or exceeds the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISS, Instructional teaching staff and paraprofessionals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Math: We will support student growth in mathematical operations and computations. Strategies that will be employed to facilitate this growth include Number Talks, utilizing ST Math purposefully and with fidelity, working with an outside math consultant Garland L to grow teacher capacity, and focusing on teaching multiple strategies to make math accessible to students in multiple ways.</p> <p><b>Strategy's Expected Result/Impact:</b> Meets or exceeds the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISS, Instructional teaching staff and paraprofessionals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Science: We will ensure best first-time instruction through continued use of the 5E Model with fidelity and create experiences to increase student schema and grow their curiosity so that students make connections and see relevance to their daily lives. Strategies that we will use are focusing on PD pertaining to differentiation, utilizing planning time to build in more "explore" time, and allowing more time for science on a daily basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Meets or exceeds the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISS, Instructional teaching staff and paraprofessionals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Science: We will focus on reading comprehension in science by building knowledge and skills in vocabulary, context clues, and text features through explicit instruction. Strategies that we will use are focused word walls using Visual Non-Glossary, instruction on prefixes and suffixes to build meaning, Flocabulary, and graphic organizers.</p> <p><b>Strategy's Expected Result/Impact:</b> Meets or exceeds the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISS, Instructional teaching staff and paraprofessionals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 20 minutes of purposeful, specific, targeted lessons each day that includes: Reading and Math Adaptive Practice Programs such as: Amplify, Achieve 3000, Amira and ST Math</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>Student Data: The percentage of students reaching "approaches grade level standard" will increase.</p> <p>Planning: Each week, a portion of content planning will be used for vocabulary instruction discussions.</p> <p>Walkthroughs: P/APs will look for evidence of purposeful grammar, mechanics, and vocabulary instructional techniques in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Assistant Principals, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			









Strategy 13 Details	Formative Reviews		
<p><b>Strategy 13: Well-Rounded Education:</b> 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: Deepen understanding of and address specific academic needs of all student groups in an effort to provide opportunities for all children, including each of the subgroups (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) along with at-risk students to meet the challenging State academic standards. We will:</p> <ul style="list-style-type: none"> <li>- provide supplies/materials/resources and staff to facilitate quality first instruction.</li> <li>- provide professional development opportunities to improve staff effectiveness and student academic, social and emotional well-being.</li> <li>- Promote PBIS in all areas of our school (face-to-face and virtual)</li> <li>- provide direction for families in the use of Schoology</li> <li>- SEL - Sanford Harmony lessons/activities</li> <li>- provide additional intervention for targeted students in Math and Reading (Read 180, SGRI, ESSER III, 4545)</li> </ul> <p>Academic tutoring before/after school,  Math/Reading Nights,  Science Family Night,  Connected/Unplugged Family Night,  Book Fair Family Nights,  Box/Book Facts).</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.  <b>Student Data:</b> The percentage of students reaching "approaches grade level standard" will increase.  <b>Staff Responsible for Monitoring:</b> Principal, APs, ISs, and Instructional teaching and paraprofessional staff.</p>	Formative		
	Nov	Feb	May
			

Strategy 14 Details	Formative Reviews		
<p><b>Strategy 14:</b> At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs</p> <p><b>Strategy's Expected Result/Impact:</b> With Title I support, Fiest will implement the following measures:</p> <ol style="list-style-type: none"> <li>Salaries - The class-size reduction reading teacher in Kindergarten, .5 instructional coach, and instruction paraprofessional will assist with meeting our students' goals in all content areas.</li> <li>Temporary Workers -Temporary Workers will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table.</li> <li>Library Books and Author Visits -We will increase the circulation of library books to develop stronger reading strategies and comprehension assisting in meeting instructional targets and goals.</li> <li>Online Learning Resources -Students will utilize Flowcabulary to assist with classwork, intervention, and practice at school and at home to assist in meeting or exceeding instructional targets.</li> <li>Professional Development -The leadership team, teaching staff, and para-professionals will attend professional development to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.</li> <li>Contract Services - (Math Consultant, organizations such as The Museum of Natural Science) Students are provided with relevant, hands-on learning opportunities to support our science curriculum. Our math consultant will work with math teachers and interventionists to develop stronger mathematical understanding and strategies.</li> <li>Substitute pay - When the class size reduction teacher is absent, Title 1 funds will cover the cost of the substitute.</li> <li>PBIS Supplies - Students will earn incentives using their PBIS cash. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP.</li> <li>Extended Day pay - Staff members will be paid for tutoring, training and planning outside of the school day that supports our instructional and behavioral goals as specified in the CIP.</li> <li>Parent Involvement - We will increase parent involvement through the year with events like Meet the Teacher, Curriculum Night, Unplugged Family Night, Winter Wonders Event, Rodeo Round-Up, etc. Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement.</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISs, BI, Counselors, Teachers</p>	Formative		
	Nov	Feb	May
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<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 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><b>Strategy 1: Before/After School Program:</b> We will provide after school tutoring for 1st-5th graders demonstrating a need for additional support to meet district standards.</p> <p><b>Strategy's Expected Result/Impact:</b> We will grow mathematical comprehension by utilizing a problem-solving process. To aid in student understanding, teachers will collaborate and vertically align when considering the main idea, visual representation, and vocabulary to grow students' schema.</p> <p>We will support all students in small group instruction based on student need in order to increase decoding skills, increase vocabulary skills, and deepen comprehension with a specific focus (ex. Implementing Texas Reading Academy strategies)</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Extended Instructional Time (Closing the Gaps):</b> Temporary Worker will be hired to work with students to improve their academic performance.</p> <p><b>Strategy's Expected Result/Impact:</b> We will grow mathematical comprehension by utilizing a problem-solving process. To aid in student understanding, teachers will collaborate and vertically align when considering the main idea, visual representation, and vocabulary to grow students' schema.</p> <p>We will support all students in small group instruction based on student need in order to increase decoding skills, increase vocabulary skills, and deepen comprehension with a specific focus (ex. Implementing Texas Reading Academy strategies)</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 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









Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> State Compensatory Education: Provide supplementary support to students identified as at-risk. <b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on the attached data table <b>Staff Responsible for Monitoring:</b> Principal	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 1: Student Safety:** By the end of the current school year, 100% of the district's safety policies will be implemented.



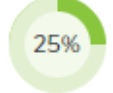





**Evaluation Data Sources:** Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> All students and staff will review and participate in monthly fire drills and semester drills to identify viable responses during various emergency situations. The Safety Task Force will review the Emergency Operations Plan periodically and revise the plan as needed. Our campus will follow and adhere to the LEAD Safely document and protocols.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and staff will evacuate the building or respond appropriately in the event of a fire or emergency drill as practiced and reviewed by the Safety Task Force Committee.</p> <p><b>Staff Responsible for Monitoring:</b> Safety Task Force Committee, APs, and Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Conduct Emergency Safety Drills:</b> Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, EOP Coordinators, Admin.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 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		
<b>Strategy 1:</b> Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 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.

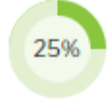





**Evaluation Data Sources:** Discipline reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Violence Prevention:</b> 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 use behavior contracts, coach and cover, social skills lessons, repairing harm, role playing, and reflections to prevent violence on our campus. (Reference the 2021-2022 CFISD Report on Violence and Violence Prevention)</p> <p><b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%</p> <p><b>Staff Responsible for Monitoring:</b> APs, BI, Classroom teachers, APs</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Restorative Discipline:</b> Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. By the end of the current school year, discipline referrals will be decreased by 15%.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be equipped with self-management strategies.</p> <p><b>Staff Responsible for Monitoring:</b> APs, BI, Classroom teacher, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 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 5%.







**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: We will strive for an exemplary attendance rate for staff with fewer than 5 absences per employee for the year. Acknowledgements will be given for perfect attendance each 9-weeks by campus administration.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Sub Rep, Principal and District HR</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 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  
 Sibme videos

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Trauma Informed Schools for BI and Counselors.</p> <p><b>Strategy's Expected Result/Impact:</b> The trained staff will return to campus and share strategies to increase academic performance while addressing SEL.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, BI, APs, Principal</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 10%.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Parent and Family Engagement:</b> Parents will be encouraged to be an active member of their child's education as we will use a variety of tools to inform them about campus events through:</p> <ol style="list-style-type: none"> <li>1. Campus web page</li> <li>2. School messenger - calls, e-mails and texts</li> <li>3. PTO Facebook page</li> <li>4. Twitter @FiestCFISD</li> <li>5. Meeting agendas/minutes</li> <li>6. Personal phone calls and invitations from staff to attend Meet the Teacher and other events</li> <li>7. The Fiest Facts Bi-Monthly Campus Newsletters</li> <li>8. Fiest Facebook</li> <li>9. Remind App</li> </ol> <p>The Fiest community will be invited to attend various events virtually and in person to support the academic, social and emotional well being of students and families. Events include:</p> <ol style="list-style-type: none"> <li>8. Curriculum Night (Fall) &amp; Kindergarten Orientation</li> <li>9. Winter Event - Math/Reading/Writing/Science Nights</li> <li>10. Rodeo Day/Bear Parade</li> <li>11. Awards Ceremonies</li> <li>12. Campus and District Spelling Bee</li> <li>13. Fun Run</li> <li>14. Meet the Teacher</li> <li>15 Penguin Ball</li> <li>16. Student Showcase Night</li> <li>17. Homecoming Open House</li> <li>18. 5th Grade Recognition</li> <li>19. Veteran's Day Celebration</li> <li>20. Book Fairs</li> <li>21. Rodeo-Round-Up</li> <li>22. Campus Facebook/Twitter</li> <li>23. Remind/Schoology</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers &amp; Administrative Team</p>	Formative		
	Nov	Feb	May
			
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

# 2023-2024 CPOC

Committee Role	Name	Position
Principal	Jeanette Gerault	Principal
Classroom Teacher	Samantha Hernandez	Pre-Kindergarten Teacher
Classroom Teacher	Cherell Reed	Kindergarten Teacher
Classroom Teacher	Katherine Boriskie	First Grade Teacher
Classroom Teacher	Monica Wesley	Second Grade Teacher
Classroom Teacher	Latrice Jeffrey	Third Grade Teacher
Classroom Teacher	Megan Wallace	Fourth Grade Teacher
Classroom Teacher	Alec McAlarnen	Fifth Grade Teacher
Classroom Teacher	Laura Casper	ECSE Teacher
Non-classroom Professional	Rachel Clary	Counselor
Non-classroom Professional	Lisa Newberry	Counselor
Administrator	Amy Archer	Assistant Principal
Administrator	Cathy MacGregor	Assistant Principal
Parent	Tania Pena	Parent
Parent #2	Hannah Mendez	Parent #2
Community Representative	Diane Jenkins	Community Member
Business Representative	Georgette Salazar	Cy Fair Credit Union-VP of Member Experience
Business Representative	Alex Soler	Financial Advisor
Paraprofessional	Kristie Collins	Paraprofessional
Paraprofessional	Jennifer Winkler	Paraprofessional
Non-classroom Professional	Felicia Worchesik	Testing Coordinator
Librarian	Virginia Boughter	Librarian
Non-classroom Professional	Emily Angelilli	Instructional Specialist
Non-classroom Professional	Reshma Evans	Instructional Specialist
Non-classroom Professional	Carrie Lentz	Instructional Specialist
Non-classroom Professional	Laurie Russell	Behavior Interventionist
Classroom Teacher	Darci Barnes	Resource Teacher



<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Janie Brooks	PE Coach
Classroom Teacher	Martha Easterly	PE Coach
Classroom Teacher	Grace Gayos	Life Skills Teacher
District-level Professional	Celia Gutierrez	District Representative

# Addendums





