

Cypress-Fairbanks Independent School District

Lee Elementary School

2023-2024



Mission Statement

The staff at Lee Elementary believes that all students can learn regardless of level of ability, environment or ethnicity. We strive to collaborate with staff, students, families and community members to provide a safe and nurturing environment, set high academic and behavioral standards, respect diversity, and promote life-long learning. It is the goal of this campus to shape the educational foundation of every student to ensure that Lee Labs will be effective communicators, competent problem solvers, responsible citizens, and quality producers.

Vision

LABS - Learn. Achieve. Believe. Succeed.

Comprehensive Needs Assessment

Revised/Approved: September 28, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Lee Elementary is a campus in Houston, Texas. Lee Elementary opened its doors in 2005. Lee Elementary is projected to serve 871 students in grades ECSE/PreK to Fifth during the 2023-2024 school year, which is an increase from the previous year of 866 students.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

On May 18 the following data was provided:

- District assessment data from beginning of the year to end of the year for math, science, and literacy
- Benchmark data for grades 3-5 in math, reading, and science (5th grade)
- mClass data for literacy in grades K-5

On September 14 the following data was also provided to develop the CNA:

- STAAR data tables for grades 3-5 in math, reading, and science for approaches, meets, and masters performance standards
- Target tables, district goals, and cluster data for STAAR grades in math, reading, and science

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 18, 2023 and again on September 18, 2023 to finalize the CNA. The meetings were held in the Lee Elementary Library at 4:00 PM.

At the first meeting on May 18, 2023, retiring principal Susan Epperson discussed the following:

- Welcomed group, stated the purpose for today, introductions
- Year end review was conducted by each member of the administrative team
- Data was presented and reviewed by the group
- CIP Strategy review and summative evaluation was conducted
- A campus needs assessment was conducted for the upcoming school year
- Strengths and needs were mentioned in math, reading, and science
- A preliminary campus improvement plan was discussed, including title 1 funding needs
- Opportunities for questions
- Grade level celebrations were shared
- Meeting was ended

At the second meeting on September 18, 2023, the new principal Lauree Johnson and the CPOC discussed the following:

- Introductions were made
- Purpose of the committee was explained
- CNA problem statements and root causes were reviewed
- Accountability was mentioned - website to check status was provided
- Title 1 budget was reviewed with suggestions for amendment in October
- Current enrollment (783) was reviewed with changes in the building in class sizes and teacher movement
- Attendance awareness initiative was discussed; input on ideas to build awareness was given
- Grade levels shared concerns, praises, and overall thoughts on school year so far

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 the AA target groups underperforming by not meeting targeted goals in literacy across the grade levels. Through the root cause analysis process, we identified that teachers lack the collaborative planning time and training, specifically for small group instruction to increase reading

comprehension.

Our second identified priority problem is in the area of student achievement, specifically our AA and EB target groups are underperforming in math due to lack of foundational knowledge. Through the root cause analysis process, we identified teachers lack the professional development and vertical training necessary to use manipulatives and other foundational strategies in upper elementary grades with purpose.

Our third identified priority problem is in the area of restorative discipline, specifically discipline referrals and exclusionary discipline actions not meeting the goal of maintaining or falling below previous the year total referrals. Through the root cause analysis process, we identified a school wide discipline continuum will be shared with teachers and specific behavior training opportunities will be offered by the behavior coach throughout the school year.

Student Achievement

Student Achievement Summary

- Teachers would like to continue the vertical alignment professional development to further the common language used across grade levels.
- Research opportunities for professional development in literacy that will enhance content knowledge, testing changes, and overall academic growth for our students.
- Continue the use of all interventionists and possibly utilize them earlier in the year, including an earlier tutorial start date, to better serve our students individual needs.

Student Achievement Strengths

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

- Tested subject vertical alignment professional development helped decrease the achievement gaps between target groups.
- Students displayed incremental growth through our use of interventionists in both math and reading as the year progressed.
- The outside professional development opportunities in math, provided an increase of content knowledge and our scores were within 10-15% of the district average scores.
- Teachers have completed the Science of Teaching Reading (reading academy) this year and feel better equipped with strategies and knowledge to better meet the needs of our students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our African American population is consistently not meeting the set targets and are underperforming across all grade levels. **Root Cause:** RLA: Teachers identified a lack in collaborative planning time and training, specifically for small group instruction to increase reading comprehension.

Problem Statement 2: Math: Our African American and Emergent Bilingual populations are underperforming due to lack of foundational knowledge. **Root Cause:** Math: Teachers identified a lack in professional development and vertical training necessary to use manipulatives and other foundational strategies in upper elementary grades with purpose.

Problem Statement 3: Science: Our Emergent Bilingual population is consistently not meeting the set targets and are underperforming across all grade levels. **Root Cause:** Science: Teachers identified a need for designated times to meet vertically, with district support, to plan purposeful hands-on activities using resources available for Bilingual students.

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 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 Summary

Lee Elementary is committed to student learning, building relationships, providing a safe inclusive environment, and achieving high academic success for all students. We will always do “What Is Best for Kids”, empowering them to be confident, resilient, and to persevere. It is the mindset at Lee to create a culture of diverse learners for this rapidly changing world.

Lee Elementary values the partnership of the parents in their children’s education. There are many ways parents can make significant contributions to student success both at home and by volunteering at school. We believe that student achievement is the result of an effective home-school-community partnership.

School Culture and Climate Strengths

- Self Manager program established
- PBIS is established and growing school wide
- PBIS Level 2 check in procedures in place
- PBIS Rewards voted to be implemented in the 23-24 school year
- Behavior Coach added to support teachers in restorative practices
- Capturing Kids Hearts strategies are used in classrooms
- Student code of conduct is established and reviewed school wide

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The majority of office referrals are happening in the classroom setting. **Root Cause:** There is a lack of understanding the behavior continuum and when to call for behavior support.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- Positive and safe school environment
- Respect of staff members to each other and their teams
- Strong staff work ethic and integrity
- Opportunities for staff recognition
- Building teachers capacity and growth by providing video coaching
- Mentor/Mentee program with monthly meetings
- Lee staff is highly qualified

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: There is a noticeable increase in staff absences specifically on Mondays and Fridays. **Root Cause:** Teacher/Paraprofessional Attendance: Due to the change in our school hours, teachers must take a half day or full day for personal needs or medical appointments.

Parent and Community Engagement

Parent and Community Engagement Strengths

- Multiple opportunities for parent involvement
- Multiple opportunities for parents to leave feedback and ideas
- Provide translations (Spanish, Vietnamese and sign language)
- Provide technology support and distribution of devices to parents at various and flexible times
- Communicate through a variety of forums (email, text, remind, school messenger, social media, marquee, newsletters, etc.)
- Parent involvement has grown by 10% in the past three years


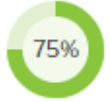


Goals

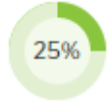

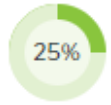




Revised/Approved: September 18, 2023




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



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

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Provide professional development training, vertical planning opportunities, collaborative planning times and materials to increase growth and provide differentiation in target students through small group instruction.</p> <p>Strategy's Expected Result/Impact: The expectation is that our targeted populations and underperforming students will show growth and increased reading levels through purposeful small group planning. In addition, they will utilize critical reading skills across content areas as a result of programs such as Learning A-Z, SmartyAnts, Scholastic News Subscriptions, and additional opportunities/products as they arise.</p> <p>Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Provide professional development to improve the use of manipulatives, foundational knowledge, planning and strategies that are applicable to targeted student groups.</p> <p>Strategy's Expected Result/Impact: The expectation is that our targeted populations and underperforming students will be within 10% of our highest performing target group as a result of extended planning, hands on materials, and professional development sessions with Garland Linkenhoger.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Provide professional development and vertical planning opportunities with invited district coaches to increase student growth in the application of hands on experiences, focused on our targeted populations.</p> <p>Strategy's Expected Result/Impact: The expectation is that our targeted populations and underperforming students show growth in application of strategies, increase academic vocabulary and critical reading skills from teachers attending various professional development opportunities (ie. CAST, Region 4, etc.) and during vertical planning alongside the district coaches. Students will also utilize programs such as Legends of Learning to reinforce the first instruction provided by teachers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers</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, Nurse, Counselors, Physical Education Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Lee will implement 30 minutes of Genius Lab time at the beginning of each day. This will include individualized small group intervention and enrichment for targeted student groups, and will utilize temporary workers, interventionists, para educators and large group teachers.</p> <p>Strategy's Expected Result/Impact: The expectation is that students will be within 10% of our highest performing target group at or before the end of this school year.</p> <p>Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Counselors, Teachers</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: Genius Lab Time, Field Trips, Family Nights, Clubs, and Student Council.</p> <p>Strategy's Expected Result/Impact: Genius Lab Time: students can receive necessary intervention and enrichment in a small group setting.</p> <p>Field Trips: students will engage in field trips to enrich their educational experiences.</p> <p>Family Nights: families will engage in curriculum family nights to better strengthen the home and school partnership.</p> <p>Clubs: students can participate in Destination Imagination (DI) and jogging club to enhance their academic experience.</p> <p>Student Council: upper elementary students may join in order to better the school, as well as grow and develop leadership skills.</p> <p>Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Counselors, Teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: 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>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <ol style="list-style-type: none"> Substitutes for the following: extended planning, professional development, support for assessments, additional support for student events. Staff members will provide extra duty time through before/after school tutorials, professional development, vertical plannings, and data analysis meetings to best drive instruction and increase student growth. Temporary workers for additional support to increase student academic success and growth. Instructional supplies such as paper, anchor charts, folders, binders, journals, markers, sticky notes, printer ink, etc. for staff and students to utilize for strategies and practices that increase student academic success. Professional development registrations, books and/or webinars to increase staff knowledge of curriculum content, student behavior, working with at-risk students, children of poverty, enrichment for a gifted student, working with virtual students, technology, etc. Consumable materials needed to support math, science, and literacy activities for all students to participate in hands-on learning to increase student achievement. Books, stickers, pens/pencils, and other items to serve as reinforcers for students to increase learning, increase behavior and increase academic success. Class Size Reduction teachers and additional paraprofessional positions to assist in the larger populated classrooms. Funds for student scholarships and consumable materials for summer enrichment. Snacks provided to students during tutorials and assessments. Technology and resources for classroom instruction to be utilized by teachers and students. Funds to purchase Action Based Lab equipment and training for staff to become certified in using the equipment with data driven purpose. Funds for bus transportation and student entry for field trips to increase real-world experiences that are specifically tied to grade level content TEKS Funds for bus transportation for tutorials after school. Funds to provide books for the library, specifically for our ECSE student population, as well as author visits to promote literacy. <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Title 1 Coordinator</p>	Formative		
	Nov	Feb	May
			



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


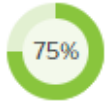




Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional Staffing: Core Content Area Interventionist in Reading will be hired to work with students to improve their academic performance.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, 90% of students working with our content interventionist will show growth toward the end of the year grade level standards.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Before/After School Program: Tutorials will be offered to students who show a need for small group reteaching or additional instruction.</p> <p>Strategy's Expected Result/Impact: Students attending before and after school tutoring will have a 15% increase in growth from their average score of pre to post assessment by grade level.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Temporary Worker - an experienced teacher will be hired as an additional interventionist to help struggling students with foundational math skills and strategies.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, 90% of students working with our temporary worker will show growth toward the end of the year grade level standards.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists</p>	Formative		
	Nov	Feb	May
	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

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: 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
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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









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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: The campus will implement the district policies for safety, as well as implement PBIS, Capturing Kids Hearts, HUGS buddies, Bringing Out the Best, guidance lessons, counselor groups, and student mentoring program.</p> <p>Strategy's Expected Result/Impact: Incorporating both district and campus initiatives will create a secure environment that is also welcoming and one that has respect for everyone to increase the safety of every person at the campus. Students will be supervised at all times when navigating the building.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Counselors, Teachers, Front Desk Personnel</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Principal, EOP Representative</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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









Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate by forming an attendance committee, contacting parents of students who are absent for more than 2 consecutive days, displaying attendance for each grade level on campus, communicating attendance percentages through campus newsletters, and providing incentives each nine weeks for students whose attendance is 95% or higher.</p> <p>Strategy's Expected Result/Impact: 95% overall attendance rate</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)</p> <p>Strategy's Expected Result/Impact: 95% overall attendance rate</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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







Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. The campus will continue to implement a variety of strategies and programs to create a safe learning environment for all students including, but not limited to PBIS, Capturing Kids Hearts, Bringing Out the Best, Counseling Lessons, HUGS Buddies, Quantum Learning, and specific behavior coaching.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, Counselors</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. The campus will implement a variety of strategies and programs to support a safe environment for all students including, but not limited to PBIS Rewards, HUGS Buddies, Bringing Out the Best, Capturing Kids Hearts, Counseling Lessons, Quantum Learning and specific behavior coaching. Students, staff and community will be aware of the Cy-Fair Tip line and understand how to use it.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Coach, Instructional Specialists, Counselors, Teachers, PBIS Team</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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







Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: The campus will recognize staff members with perfect attendance every marking period with treats, shout-outs, door hanger requests, and other various types of acknowledgement.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselor, Principal Secretary</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







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: The campus will provide a variety of professional development opportunities that are targeted and specific to the needs of the staff through PLCs. These include, but are not limited to: Campus Subscriptions or Websites (ie. Legends of Learning, Schoology, Google Drive, Scholastic News), Technology Training (ie. lightspeed, student devices, promethean panels), MAP Growth Testing, Math Manipulative Use, Behavior Intervention Strategies, Book Studies, and others as the need is identified.</p> <p>Strategy's Expected Result/Impact: The expectation is that all staff will have opportunities to strengthen their individual skill set and reduce individual areas of professional weakness.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Librarian, Instructional Specialists, Teachers</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>Strategy 1: Parent and Family Engagement: The campus will provide a variety of parent events to share information about the campus and strategies for academic support at home. We will advertise those opportunities in English, Spanish and Vietnamese, in several different methods: newsletters, school messenger, social media, text messages, remind, and the marquee. Materials for these parent nights will be purchased and provided to the parents at no cost, child care will be provided by paraprofessionals for all events necessary, and translation services and support will also be provided by the campus.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will continue to increase by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Counselors, Teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement opportunities including, but not limited to:</p> <p>Daily Teacher Conference Times - available year round with appointment Mom's with HEART - last Friday of each month in the library Lunch Visitors - PK - Thursdays; K-5 - Fridays</p> <p>Virtual Meet the Teacher - August 24, 2023 @ 11am and 5pm Open House - Grades 2-5, AB - September 12, 2023 Open House - ECSE-1st Grade - September 19, 2023 Family Math Night - October 24, 2023 Book Fair Week - October 23-27, 2023 Family Reading Night - December 12, 2023 Spelling Bee - December 19, 2023 Holiday Celebrations - December 21, 2023 Father/Father Figure, Daughter Dance - February 2, 2024 STAAR Parent Night - February 2024 Book Fair Week - March 25-28, 2024 Family Science Night - March 26, 2024 Mother/Mother Figure, Son Game Night - April 5, 2024 Fifth Grade Graduation - May 31, 2024</p> <p>Strategy's Expected Result/Impact: Parent and family participation will increase by 10% due to the campus offering flexible meeting dates and times.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Librarian, Title 1 Coordinator, Teachers</p>	Formative		
	Nov	Feb	May
	<div style="display: flex; justify-content: space-around;"> <div data-bbox="1633 207 1738 305">  <p>45%</p> </div> <div data-bbox="1770 207 1875 305">  <p>75%</p> </div> <div data-bbox="1894 207 2034 305"></div> </div>		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="468 914 663 963">  No Progress </div> <div data-bbox="764 914 982 963">  Accomplished </div> <div data-bbox="1079 914 1333 963">  Continue/Modify </div> <div data-bbox="1434 914 1629 963">  Discontinue </div> </div>			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Lauree Johnson	Principal
Classroom Teacher	Mary Josue	PK Teacher
Classroom Teacher	Martha Sandoval	Kinder Teacher
Classroom Teacher	Stacy Jamison	1st Grade Teacher
Classroom Teacher	Patricia Shanley	2nd Grade Teacher
Classroom Teacher	Jamie Grooms	3rd Grade Teacher
Classroom Teacher	Victoria Diaz	4th Grade Teacher
Classroom Teacher	Jamie Smith	5th Grade Teacher
Classroom Teacher	Sarah Shannon	SPED Teacher
Other School Leader (Nonteaching Professional) #1	Elvira Ross	Assistant Principal
Other School Leader (Nonteaching Professional) #2	Emilie Manner	Assistant Principal
Administrator (LEA) #1	Glenda Horner	District Administrator (LEA)
Administrator (LEA) #2	Administrator (LEA) #2	Administrator (LEA) #2
Parent #1	Erika Blancaver	Parent
Parent #2	Parent #2	Parent #2
Community Member #1	Phillip Benavides	Community Member #1
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	Alexander Soler	Business Representative #1
Business Representative #2	Mason Holt	Business Representative #2
Paraprofessional	Amy McSwain	Paraprofessional
Classroom Teacher	Jessie Flores	PEAM Teacher
Non-classroom Professional	Jalinda Oestreich	Literacy Instructional Specialist
Non-classroom Professional	Kimberly Jahn	Math and Science Instructional Specialist
Non-classroom Professional	Lakeya Bromley	Primary Instructional Specialist
Non-classroom Professional	Jessica Snyder	Testing & Title 1 Coordinator
Non-classroom Professional	Melinda Aviles	Librarian
Other School Leader #1	Lyla Payne	Counselor

Committee Role	Name	Position
Other School Leader #2	Sarah Michener	Counselor

Addendums

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal 50

Content	Gr.	Campus	2023 Cluster	Student Group	Tested		2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023													
					#	#	%	3%	#		%	%	#		%	%		
Science	5	Lee	ES 7	White	15	10	67%	69%	2%	5	33%	35%	2%	*	*	*	*	
Science	5	Lee	ES 7	Two or More	7	6	86%	88%	2%	*	*	*	*	*	*	*	*	
Science	5	Lee	ES 7	Eco. Dis.	101	53	52%	55%	3%	25	25%	27%	2%	13	13%	15%	2%	
Science	5	Lee	ES 7	LEP Current	47	17	36%	38%	2%	10	21%	23%	2%	*	*	*	*	
Science	5	Lee	ES 7	At-Risk	104	53	51%	53%	2%	26	25%	27%	2%	8	8%	10%	2%	
Science	5	Lee	ES 7	SPED	21	8	38%	40%	2%	5	24%	26%	2%	*	*	*	*	