Cypress-Fairbanks Independent School District

Lieder 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

Lieder Leopards are Better Together!

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Lieder Elementary is a campus in Houston, Texas. Lieder opened its doors in 1977. Lieder is projected to serve 850 students in grades PK-5 during the 2023-2024 school year, which is a decrease from the previous year of 850 students at the end of 2022-2023.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

- 2022-2023 STAAR Data
- 2022-2023 Local Assessment Data (MAP & mClass)
- Mesurable Results Assessment Data
- PBIS & Discipline Data
- PBIS Survey & Evaluation Data
- Title 1 Survey Data
- Employee Perception Data
- Staff Attendance Data
- Student Attendance Data

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 26, 2023 and again on August 21, 2023 to develop and finalize the CNA. The meetings were held in the Lieder Cafeteria at 9:00 AM in May and in the Lieder Library at 1:00 PM in August.

At the first meeting on May 26, 2023, principal, Dinah McMichael and her instructional specialist and testing coordnator, Jesus

Esparza, Miriam Udo, Deborah Schnitzer and Amanda Cargill presented academic progress data based on raw STAAR scores and end of the year MAP assessment scores to the CPOC committee. The committee worked as grade level experts to examine the greatest needs in the areas of Literacy, Math, Science, Staff Recruitment & Retention, Student Social-Emotional Learning, & Parent & Family Involvement. The committee identified the greatest areas of need.

At our August meeting, the 23-24 CPOC committee met in vertical alignment teams and conducted a root cause analysis on each of these areas. Based on the root cause assessment, strategies were created to meet the needs of our greatest needs.

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 Through the root cause analysis process, we identified that intrinsic motivation is low as is the use of consistent strategies when applying a fast-paced curriculum where students come in lacking foundational skills.

Our second identified priority problem is in the area of student achievement. Specifically that teachers need to model problem solving strategies and language in planning and vertical meetings to be more aligned for students.

Lastly, our final identified priority problem in the area of student achievement in Science is that students had difficulty connecting 3D explorations to 2D conclusions and need to build foundational skills in critical thinking. We identified this problem based on our 5th grade Science 2022-2023 STAAR test.

Demographics

Demographics Summary

Lieder is a very diverse school. There is a 93% minority enrollment as well as 83% economically disadvantaged, and almost half and half male and female.

Demographics Strengths

Lieder has a great diversity with a strong Latino enrollment at 73%. This opens the door for so many great discussions and experiences and to learn from each other.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Lieder has many students whose families are simply unable to provide all the resources they might need. **Root Cause:** Lieder's demographics show 83% of our students are economically disadvantaged.

Student Achievement

Student Achievement Strengths

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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Students are not making reading and writing progress expected within one year. **Root Cause:** RLA: Intrinsic motivation is low as is the use of consistent strategies when applying a fast-paced curriculum where students come in lacking foundational skills.

Problem Statement 2: Math: Students are not moving to the next performance level on STAAR. **Root Cause:** Math: Teachers need to model problem solving strategies and language in planning and vertical meetings to be more aligned for students.

Problem Statement 3: Science: Students regressed in each performance category on the 2022-2023 STAAR test. **Root Cause:** Science: Students had difficulty connecting 3D explorations to 2D conclusions and need to build foundational skills in critical thinking.

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.

From EPS:

I enjoy my campus and staff/co-workers. I feel supported and encouraged at all times. It has been wonderful working alongside everyone here. When I have questions, I am able to turn to

Admin/team and I get the answers needed. The assistance and support as well.

The leadership at Lieder is strong and great. It is a great working environment. It's all about growth for our students.

100% of our staff agree that quality work is expected.

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.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: **Root Cause:** Teacher/Paraprofessional Attendance:

Parent and Community Engagement

Parent and Community Engagement Summary

Lieder works hard to engage our families in many different ways at different times of the day to reach as many parents as possible. However, sometimes these efforts are still not reciprocated. A big barrier is the parents' lack of knowledge in how to best support their student at home. We are endeavoring to close that gap this year with our Lieder Parent Academy.

Parent and Community Engagement Strengths

The following are st	trengths of the cami	ous in regard to r	parent and communi	tv engagement.

Lieder provides the following engagement activities:

- -Track or Treat
- -Winter Wonderland
- -media night
- -Leader in Me Leadership days

These activities are provided at a variety of times during the day - some during school and some after school. We do get engagement in our community after school events.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents are often unable to support their child at home causing a divide between the home and school. **Root Cause:** Parents lack the knowledge of how to specifically support their student at home both academically and socially-emotionally.

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	For	Formative Reviews		
Strategy 1: RLA: In 2023-2024 our ELAR team will communicate vertically to maintain consistent strategies in order to improve student	Formative			
growth and performance. We will communicate once every grading period from August 2023 to May 2024. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables Stoff Desposible for Monitoring, Principal USA ABA	Nov	Feb	May	
Staff Responsible for Monitoring: Principal, ISs, APs	50%	85%		
Strategy 2 Details	Formative Reviews		ews	
Strategy 2: Math: In 2023-2024 our math team will communicate and model problem-solving strategies and language in planning and vertical		Formative		
neetings to be more aligned for students from August to May.	Nov	Feb	May	
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables Staff Responsible for Monitoring: Principal, ISs, APs	50%	85%	-	
Strategy 3 Details	For	mative Revi	ews	
Strategy 3: Science: In 2023-2024 our science team will focus on connecting 3D explorations to 2D conclusions to build foundational skills in	Formative			
critical thinking from August to May.	Nov	Feb	May	
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables Staff Responsible for Monitoring: Principal, ISs, APs	50%	85%		

Strategy 4 Details	Formative Reviews		ews	
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district	Formative			
levels.	Nov	Feb	May	
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal	45%	85%		
Strategy 5 Details	For	mative Revi	ews	
Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25		Formative		
minutes of targeted instruction each day that includes: targeted intervention of identified groups of students who demonstrate a need for either Reading or Math intervention based on their STAAR scores.	Nov	Feb	May	
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal, APs and Instructional Specialists.	50%	85%		
Strategy 6 Details	For	mative Revi	ews	
Strategy 6: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses,		Formative		
and/or activities in order to provide all students with a well-rounded education: Leader in Me character education and leadership development program, Student Council, after school clubs, football & baseball teams, opportunities to participate in the Superintendent Fun Run with our	Nov	Feb	May	
Lieder Fun Run Club, field trips, and provide service projects to our community.				
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	40%	85%		
Staff Responsible for Monitoring: Principal, APs, Lighthouse Team				
Strategy 7 Details	For	mative Revi	ews	
Strategy 7: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with	Formative			
additional academic support based on their specific academic needs. Progress will be monitored each 9 weeks through achievement meetings for grades K-5.	Nov	Feb	May	
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal	50%	85%		

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 through extended day activities such as after school tutoring, supplies, snacks, staff development, Busses and Saturday camps.

Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Professional Staffing: Core Content Area Specialist in Special Ed will be hired to work with teachers and families of students who	Formative		
meet IDEA criteria to improve their academic performance with after school tutoring along with bus service, supplies, snacks and Saturday camps.	Nov	Feb	May
Strategy's Expected Result/Impact: From the beginning of the year DPM to our Benchmark, students who meet the IDEA criteria will grow in their reading and math scores by at least 5%. Staff Responsible for Monitoring: Principal	40%	85%	
Strategy 2 Details	For	mative Revi	ews
Strategy 2: Professional Development: Building teacher capacity through encouraging CFISD professional development and by collaborating	Formative		
with consultants such as Wendy Mills with Fanklin Covey, Mary Smith, Garland Linkenhoger, and Pete Hall.	Nov	Feb	May
Strategy's Expected Result/Impact: By the Spring 2024 MRA survey, we will show an increase in every descriptor in the areas of leadership, culture and academics by at least 5%. Staff Responsible for Monitoring: Principal	50%	85%	
Strategy 3 Details	For	mative Revi	ews
Strategy 3: We will increase academic achievement by providing relevant, research based instructional materials for students and staff.		Formative	
Strategy's Expected Result/Impact: From the beginning of the year DPM to our Benchmark, students who meet the IDEA criteria will	Nov	Feb	May
grow in their reading and math scores by at least 5%. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	N/A	85%	

Strategy 4 Details		Formative Reviews		
Strategy 4: We will provide additional assistance for student's social-emotional growth through tutoring in reading, math and science and		Formative		
extra-curricular activities such as baseball, football and run club. This will help develop our well-rounded scholars.	Nov	Feb	May	
Strategy's Expected Result/Impact: Result/Impact From the beginning of the year DPM to our Benchmark, students who meet the IDEA criteria will grow in their reading and math scores by at least 5%. Staff Responsible for Monitoring: Teachers ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	N/A	N/A		
No Progress Continue/Modify X 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 based on STAAR scores.	Formative		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table	Nov	Feb	May
Staff Responsible for Monitoring: Principal	30%	85%	
No Progress Continue/Modify X Discontinue	2		

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		ews	
Strategy 1: Campus Safety: We will preteach and reteach drill expectations using daily morning meetings.	Formative			
Strategy's Expected Result/Impact: Students will be prepared for drill expectations.	Nov	Feb	May	
Staff Responsible for Monitoring: Behavior Interventionist, Teachers	50%	85%	-	
Strategy 2 Details	For	mative Revi	ews	
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat)		Formative		
throughout the year.	Nov	Feb	May	
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.	50%	100%	100%	
Staff Responsible for Monitoring: Assistant Principal	50%	100%	100%	
Strategy 3 Details	For	mative Revi	ews	
Strategy 3: We will provide a learning environment contusive to learning through research based flexible seating arrangements in common		Formative		
		Feb	May	
areas throughout the building.	Nov	1 (1)		
Strategy's Expected Result/Impact: Our discipline referrals will be reduced by 2%.				
	Nov N/A	N/A		
Strategy's Expected Result/Impact: Our discipline referrals will be reduced by 2%. Staff Responsible for Monitoring: Librarian, campus secretary				
Strategy's Expected Result/Impact: Our discipline referrals will be reduced by 2%. Staff Responsible for Monitoring: Librarian, campus secretary TEA Priorities:				
Strategy's Expected Result/Impact: Our discipline referrals will be reduced by 2%. Staff Responsible for Monitoring: Librarian, campus secretary				
Strategy's Expected Result/Impact: Our discipline referrals will be reduced by 2%. Staff Responsible for Monitoring: Librarian, campus secretary TEA Priorities: Improve low-performing schools				
Strategy's Expected Result/Impact: Our discipline referrals will be reduced by 2%. Staff Responsible for Monitoring: Librarian, campus secretary TEA Priorities: Improve low-performing schools - ESF Levers:				
Strategy's Expected Result/Impact: Our discipline referrals will be reduced by 2%. Staff Responsible for Monitoring: Librarian, campus secretary TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	N/A			
Strategy's Expected Result/Impact: Our discipline referrals will be reduced by 2%. Staff Responsible for Monitoring: Librarian, campus secretary TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	N/A			

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	For	mative Revi	ews	
Strategy 1: Implement a campus attendance system that celebrates our attendance weekly to celebrate incremental growth toward a 95%		Formative		
overall attendance rate through our schoolwide Wildly Important Goal by monitoring weekly monitoring & celebrating growth towards our goal.	Nov	Feb	May	
Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	30%	70%		
Strategy 2 Details	For	mative Revi	ews	
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)		Formative		
Strategy's Expected Result/Impact: 95% overall attendance rate	Nov	Feb	May	
Staff Responsible for Monitoring: Principal	30%	70%	·	
No Progress Accomplished — Continue/Modify X Discontinu	e			

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		ews	
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will continue to proactively teach social skills, coping techniques, and self management strategies in the classroom –		Formative		
		Feb	May	
and in small groups, as well as providing guidance lessons monthly with the counselors in each classroom. Strategy's Expected Result/Impact: Violent Incidents will continue to be 0%. Staff Responsible for Monitoring: Counselors, Teachers	50%	85%		
Strategy 2 Details	Formative Reviews			
Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students	Formative			
contribute to the positive classroom/school environment. We will explicitly teach social skill lessons through guidance with counselors, CORE essential lessons, daily social skill lessons, schoolwide Leader in Me implementation, our Action Learning Lab, use of flexible furniture and	Nov	Feb	May	
seating arrangements, and with PBIS strategies and celebrations. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Principal, Counselors, Behavior Interventionist, Teachers, Paraprofessionals	50%	85%		
No Progress Accomplished — Continue/Modify X Discontinue	,			

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

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We have have a teacher appreciation event or celebration for all staff each marking period.	Formative		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.	Nov	Feb	May
Staff Responsible for Monitoring: Principal, Principal Secretary	30%	90%	
No Progress Accomplished — Continue/Modify X Discontinue	2		

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	For	mative Revi	ews
Strategy 1: High-Quality Professional Development: All staff will be trained by attending Conferences, Stephen Covey's 7 Habits, Four		Formative	
Disciplines of Execution and sustaining our Leader in Me Lighthouse school status.	Nov	Feb	May
Strategy's Expected Result/Impact: Staff will implement Leader in Me by teaching the 7 Habits and celebrating wildly important goals with their students. Staff Responsible for Monitoring: Leader in Me Lighthouse Leadership Team	30%	100%	100%
No Progress Accomplished — Continue/Modify X Discontinue	•		

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

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 5% through, family events, Watch Dog Dads, family nights, Spring festival, community day and parent-teacher conferences.

Evaluation Data Sources: Parent Survey

Activity sign-in sheets/records

Strategy 1 Details	Formative Reviews		ews
Strategy 1: Parent and Family Engagement: We will offer multiple avenues for parent and community involvement through events with	Formative		
snacks provided at least twice a semester on campus, provide a monthly campus newsletter, as well as publish a weekly grade-level newsletter. Send student books home for families to read together.	Nov	Feb	May
Strategy's Expected Result/Impact: Lieder's parent and family involvement will increase by 5% based on attendance at family events such as Donuts with Grown Ups, Book Fair Family Night, Track or Treat, Winter Wonderland, reading together and Community Days. Staff Responsible for Monitoring: Instructional Specialists, Librarian, Behavior Interventionist, Leader in me Lighthouse Team Members	40%	65%	
No Progress Accomplished — Continue/Modify X Discontinue	;	1	

2023-2024 CPOC

Committee Role	Name	Position					
Principal	Dinah McMichael	Principal					
Teacher #1	Carolyn Bugg	2nd Grade					
Teacher #2	Yarah Hidalgo-Gonzalez	3rd Grade					
Teacher #3	Stephen Hudson	Pre-Kindgerarten					
Teacher #4	Angelica Valle	5th Grade					
Teacher #5	Sarah Meath	Special Education					
Teacher #6	Angela Porter	Art Teacher					
Teacher #7	Theresa Sweek	Pre-K to 1st ELA and Math Interventionist					
Teacher #8	Geralyn Hawkins	4th Grade					
Other School Leader (Nonteaching Professional) #1	Amanda Cargill	Testing Coordinator					
Other School Leader (Nonteaching Professional) #2	Debi Schnitzer	Special Education Instructional Specialist					
Administrator (LEA) #1	Tamra Besch	Assistant Principal					
Parent #1	Julia Davila	PTO Treasurer					
Parent #2	Tara Chaney	PTO President					
Business Representative #1	Jessica Lopez	HEB					
Paraprofessional #1	Kathryn Gutierrez	Campus Secretary					
Paraprofessional #2	Stephanie Hawkins-Vaughn	DMC Coordinator					
Classroom Teacher	Sandra Rosales	1st Grade					
Classroom Teacher	Marla Reagor-Flores	4th Grade					
Classroom Teacher	Chelsea Walsh	2nd Grade					
Classroom Teacher	Nilufar Naibi	2nd Grade					
Classroom Teacher	Deann Grimes	Special Education					
Classroom Teacher	Pamela Robbins	2nd - 5th ELA Interventionist					
Classroom Teacher	Irene Quiros	3rd - 5th Bilingual Math Interventionist					
District-level Professional	Deanna Hicks	District Curriculum and Instruction					

Addendums

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

Company Comp	ne targets iist		below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets. Tested 2023: 2024 Approaches 2023: 2024 Meets 2023: 2										2024 Masters					
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Math 3 Lieder ES 9 Am. Indian 0 *																1		5%
Math 3 Lieder ES 9 Asian 10 8 80% 85% 5% *									*									*
Math 3 Lieder ES 9 African Am. 15 6 40% 45% 5% *			-				8	80%	85%	5%	*	*	*	*	*	*	*	*
Math 3 Lieder ES 9 Pac. Islander 0 * <td></td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td>											*	*	*	*	*	*	*	*
Math 3 Lieder ES 9 White 5 5 100% 100% 0% 5 100% 100% 0% * <th< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></th<>											*	*	*	*	*	*	*	*
Math 3 Lieder ES 9 Two or More 4 *		3				5	5	100%	100%	0%	5	100%	100%	0%	*	*	*	*
Math 3 Lieder ES 9 LEP Current 50 33 66% 71% 5% 17 34% 39% 5% * * * * Math 3 Lieder ES 9 At-Risk 64 41 64% 69% 5% 23 36% 41% 5% * * * * Math 3 Lieder ES 9 SPED 17 7 41% 46% 5% *					1	4									*	*	*	*
Math 3 Lieder ES 9 LEP Current 50 33 66% 71% 5% 17 34% 39% 5% * * * * Math 3 Lieder ES 9 At-Risk 64 41 64% 69% 5% 23 36% 41% 5% * * * * Math 3 Lieder ES 9 SPED 17 7 41% 46% 5% *	Math	3	Lieder	ES 9	Eco. Dis.	94	65	69%	74%	5%	35	37%	42%	5%	7	7%	12%	5%
Math 3 Lieder ES 9 At-Risk 64 41 64% 69% 5% 23 36% 41% 5% * * * Math 3 Lieder ES 9 SPED 17 7 41% 46% 5% * <	Math	3	Lieder	ES 9		50			71%			34%	39%	5%	*			*
Math 3 Lieder ES 9 SPED 17 7 41% 46% 5% *			Lieder	ES 9				64%	69%			36%	41%		*	*	*	*
Math 4 Lieder ES 9 Hispanic 99 52 53% 58% 5% 36 36% 41% 5% 14 14% 19% !	Math	3	Lieder	ES 9	SPED	17	7	41%	46%	5%	*	*	*	*	*	*	*	*
	Math	4	Lieder	ES 9	All	126	70	56%	61%	5%	46	37%	42%	5%	22	17%	22%	5%
	Math	4	Lieder	ES 9	Hispanic	99	52	53%	58%	5%	36	36%	41%	5%	14	14%	19%	5%
Math 4 Lieder Es 9 Am. Indian 0 * * * * * * * * *	Math	4	Lieder	ES 9	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*

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

Content	Gr.	Campus	2023 Cluster		Tested		2023: 2024 Approaches Incremental Growth Target			2023: Meets		2024 Meets Incremental Growth			023:	2024 Masters	
				Student Group	2023				% Approaches Growth Needed Grade Level			Target	% Meets Growth Needed	Masters eeded Grade Level		Incremental Growth Target	% Masters Growth Needed
					*	#	%	%		#	%	%		#	%	%	
Math	4	Lieder	ES 9	Asian	7	5	71%	76%	5%	5	71%	76%	5%	*	*	*	*
Math	4	Lieder	ES 9	African Am.	13	8	62%	67%	5%	*	*	*	*	*	*	*	*
Math	4	Lieder	ES 9	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Lieder	ES 9	White	5	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Lieder	ES 9	Two or More	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Lieder	ES 9	Eco. Dis.	111	57	51%	56%	5%	37	33%	38%	5%	17	15%	20%	5%
Math	4	Lieder	ES 9	LEP Current	47	20	43%	48%	5%	10	21%	26%	5%	*	*	*	*
Math	4	Lieder	ES 9	At-Risk	96	44	46%	51%	5%	27	28%	33%	5%	13	14%	19%	5%
Math	4	Lieder	ES 9	SPED	8	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Lieder	ES 9	All	139	87	63%	68%	5%	41	29%	34%	5%	8	6%	11%	5%
Math	5	Lieder	ES 9	Hispanic	100	55	55%	60%	5%	22	22%	27%	5%	5	5%	10%	5%
Math	5	Lieder	ES 9	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Lieder	ES 9	Asian	10	10	100%	100%	0%	8	80%	85%	5%	*	*	*	*
Math	5	Lieder	ES 9	African Am.	20	14	70%	75%	5%	8	40%	45%	5%	*	*	*	*
Math	5	Lieder	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Lieder	ES 9	White	8	7	88%	90%	2%	*	*	*	*	*	*	*	*
Math	5	Lieder	ES 9	Two or More	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Lieder	ES 9	Eco. Dis.	125	75	60%	65%	5%	37	30%	35%	5%	7	6%	11%	5%
Math	5	Lieder	ES 9	LEP Current	71	36	51%	56%	5%	14	20%	25%	5%	*	*	*	*
Math	5	Lieder	ES 9	At-Risk	108	59	55%	60%	5%	26	24%	29%	5%	5	5%	10%	5%
Math	5	Lieder	ES 9	SPED	15	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Lieder	ES 9	All	137	73	53%	58%	5%	33	24%	29%	5%	6	4%	9%	5%
Science	5	Lieder	ES 9	Hispanic	98	46	47%	52%	5%	16	16%	21%	5%	*	*	*	*
Science	5	Lieder	ES 9	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Lieder	ES 9	Asian	10	8	80%	85%	5%	6	60%	65%	5%	*	*	*	*
Science	5	Lieder	ES 9	African Am.	20	12	60%	65%	5%	7	35%	40%	5%	*	*	*	*
Science	5	Lieder	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Lieder	ES 9	White	8	6	75%	80%	5%	*	*	*	*	*	*	*	*
Science	5	Lieder	ES 9	Two or More	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Lieder	ES 9	Eco. Dis.	123	65	53%	58%	5%	26	21%	26%	5%	*	*	*	*
Science	5	Lieder	ES 9	LEP Current	70	27	39%	44%	5%	6	9%	14%	5%	*	*	*	*
Science	5	Lieder	ES 9	At-Risk	107	54	50%	55%	5%	18	17%	22%	5%	*	*	*	*
Science	5	Lieder	ES 9	SPED	15	*	*	*	*	*	*	*	*	*	*	*	*