

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 coordinator, 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 strengths of the campus in regard to parent and community 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	Formative Reviews		
<p>Strategy 1: RLA: In 2023-2024 our ELAR team will communicate vertically to maintain consistent strategies in order to improve student growth and performance. We will communicate once every grading period from August 2023 to May 2024.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables</p> <p>Staff Responsible for Monitoring: Principal, ISs, APs</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: In 2023-2024 our math team will communicate and model problem-solving strategies and language in planning and vertical meetings to be more aligned for students from August to May.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables</p> <p>Staff Responsible for Monitoring: Principal, ISs, APs</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: In 2023-2024 our science team will focus on connecting 3D explorations to 2D conclusions to build foundational skills in critical thinking from August to May.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables</p> <p>Staff Responsible for Monitoring: Principal, ISs, APs</p>	Formative		
	Nov	Feb	May
			





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: targeted intervention of identified groups of students who demonstrate a need for either Reading or Math intervention based on their STAAR scores.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, APs and Instructional Specialists.</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: 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 Lieder Fun Run Club, field trips, and provide service projects to our community.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, APs, Lighthouse Team</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. Progress will be monitored each 9 weeks through achievement meetings for grades K-5.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal</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 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	Formative Reviews		
<p>Strategy 1: Professional Staffing: Core Content Area Specialist in Special Ed will be hired to work with teachers and families of students who meet IDEA criteria to improve their academic performance with after school tutoring along with bus service, supplies, snacks and Saturday camps.</p> <p>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% .</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional Development: Building teacher capacity through encouraging CFISD professional development and by collaborating with consultants such as Wendy Mills with Fanklin Covey, Mary Smith, Garland Linkenhoger, and Pete Hall.</p> <p>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%.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will increase academic achievement by providing relevant, research based instructional materials for students and staff.</p> <p>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% .</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	N/A	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: We will provide additional assistance for student's social-emotional growth through tutoring in reading, math and science and extra-curricular activities such as baseball, football and run club. This will help develop our well-rounded scholars.</p> <p>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% .</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
	N/A	N/A	
<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 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		
<p>Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk based on STAAR scores. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table 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 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: We will preteach and reteach drill expectations using daily morning meetings. Strategy's Expected Result/Impact: Students will be prepared for drill expectations. Staff Responsible for Monitoring: Behavior Interventionist, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Assistant Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will provide a learning environment conducive to learning through research based flexible seating arrangements in common areas throughout the building. Strategy's Expected Result/Impact: Our discipline referrals will be reduced by 2%. Staff Responsible for Monitoring: Librarian, campus secretary</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
	N/A	N/A	
 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 system that celebrates our attendance weekly to celebrate incremental growth toward a 95% overall attendance rate through our schoolwide Wildly Important Goal by monitoring weekly monitoring & celebrating growth towards our goal.</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. We will continue to proactively teach social skills, coping techniques, and self management strategies in the classroom and in small groups, as well as providing guidance lessons monthly with the counselors in each classroom.</p> <p>Strategy's Expected Result/Impact: Violent Incidents will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Counselors, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. We 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 seating arrangements, and with PBIS strategies and celebrations.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Principal, Counselors, Behavior Interventionist, Teachers, Paraprofessionals</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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








Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: We have have a teacher appreciation event or celebration for all staff each marking period. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. Staff Responsible for Monitoring: Principal, 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: All staff will be trained by attending Conferences, Stephen Covey's 7 Habits, Four Disciplines of Execution and sustaining our Leader in Me Lighthouse school status.</p> <p>Strategy's Expected Result/Impact: Staff will implement Leader in Me by teaching the 7 Habits and celebrating wildly important goals with their students.</p> <p>Staff Responsible for Monitoring: Leader in Me Lighthouse Leadership Team</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 5% 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		
<p>Strategy 1: Parent and Family Engagement: We will offer multiple avenues for parent and community involvement through events with 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Librarian, Behavior Interventionist, Leader in me Lighthouse Team Members</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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-Kindergarten
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

