Cypress-Fairbanks Independent School District

Post Elementary School

2023-2024

Mission Statement

It is the purpose and mission of Post Elementary, in a joint effort with faculty, staff, and parents, to provide all children an education which promotes academic, social, moral, physical, and emotional growth. We are firmly committed to establishing an environment whereby every child receives support and encouragement in fostering a healthy self-concept and which confirms our belief that all children can learn. It is our expectation that providing children with this educational opportunity will help insure that each child will become a contributing and responsible member of society.

Vision

RISE: Respect. Integrity. Safety. Effort.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Post Elementary is a campus in Houston, Texas. Post opened its doors in 1960. Post is projected to serve 857 students in grades PK - 5th grades during the 2023-2024 school year, which is a decrease from the previous year of 19 students in 2022-2023.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

- STAAR
- Behavior
- EPS
- EOY Benchmarks/Reading Levels

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 26, 2023 and again on September 15, 2023 to develop and finalize the CNA. The meetings were held in the Post cafeteria at 10:00 a.m. and 8:00 a.m.

At the first meeting on May 26, 2023, Dr. Stockton we reviewed all of our EOY data (EPS, EOY, Discipline) and needs assessment. We determined that our math data was significantly lower in 4th and 5th grades and we would start interventions earlier in the year.

At the second meeting on September 15, 2023, the CPOC committee discussed the purpose of the CPOC Committee and introduced our district and community representatives. Because of the delay of STAAR data and Accountability and decided that

we would continue our focus on math and behavior.

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

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

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

Our first identified priority problem is in the area of student achievement, specifically in reading. We identified that students scored 80% on STAAR. Our AA student group scored the lowest in all grade levels. Through the root cause analysis process, we identified that we need to work to eliminate the learning gaps caused by COVID-19.

Our second identified priority problem is in the area of student achievement, specifically in math. Our overall STAAR scores were 68% and fourth grade sub pops were below target. Through the root cause analysis process, we identified that we need to work to eliminate the learning gaps caused by COVID-19.

Our third identified priority problem is in the area of discipline. Our student incident data increased by 55% last year. Through the root cause analysis process, we identified that teachers lacked de-escalating strategies to support keeping students in their classrooms.

Student Achievement

Student Achievement Strengths

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

- Reading: We met or exceeded all but two of our STAAR CIP Targets in every grade level at the Masters Level.
- Reading: All of our Third and Fourth graders met or exceeded our 2022 target.
- Math: Third, Fourth and Fifth grades reached 50% or higher at Approaches.
- Science: Almost all our subpops exceeded 70% at Approaches.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Overall students scored 80% on STAAR. Our AA student group scored the lowest in all grade levels. **Root Cause:** RLA: We need to work to eliminate the learning gaps caused by COVID-19.

Problem Statement 2: Math: Overall Math was 68% on STAAR. All fourth grade sub pops were below target. **Root Cause:** Math: We need to work to eliminate the learning gaps caused by COVID-19.

Problem Statement 3: Science: Overall Science was 75% on STAAR. Our Hispanic subpop was below target. **Root Cause:** Science: We need to work to eliminate the learning gaps caused by COVID-19.

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.

- EPS ranges from 95 - 100%
- Increased positivity and culture on campus
- Parents feel students are welcomed and safe
- Common PBIS language and visuals reinforced throughout campus
- Quality work expected
- Safe work environment
- Information related to job is accessible
- Frequent celebrations and recognition of staff

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Post Elementary's restorative practices have improved, however still need tweaking.   **Root Cause:** Without utilizing solid PBIS strategies, teachers are not equipped to work with changing student behaviors.

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.

- Added additional Behavior Interventionist
- One of our strengths is the experience level of our teachers.
- We identify the needs of our students and provide staff development for our teachers.
- We are building teachers' capacity and growth by providing coaching. Teachers are given a coach (who is not their appraiser) to set a collaborative goal, a time to meet, develop a plan for improvement and are provided timely and specific feedback.
- New teachers to Post are given a mentor in which they participate in monthly Mentor/Mentee meetings to discuss various topics.
- Administrators attend and support content level planning.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff attendances exceeds student attendance.   **Root Cause:** Teacher/Paraprofessional Attendance: Staff attendance procedures should to be communicated to teachers throughout the year.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

- Pre-K/Kinder Corral
- 2nd - 5th Meet the Teacher
- Virtual Open House
- Winter Wonderland
- Family Fun Night
- Monthly grade level activities
- Watch Dog Dads

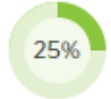**Problem Statements Identifying Parent and Community Engagement Needs**
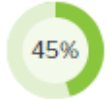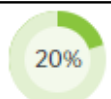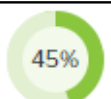
Problem Statement 1: Parent and Community Engagement: Due to continued concerns regarding COVID and student safety, we need to find ways to encourage parents to attend school events in person.   **Root Cause:** Parent and Community Engagement: We need to strengthen our committee designated to plan activities to involve parents.

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		
Strategy 1: RLA: Teachers will use data to plan explicit, differentiated small group instruction. They will receive additional books, training, and materials to support new learning and implementation.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal. Assistant Principals, Instructional Specialists, Teachers	30%	50%	
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Math:Teachers will implement research based strategies and best practices during classroom instruction to develop mathematical thinking and problem solving skills. Instruction utilizing blended learning checklist, real-world relationships, student discourse, use of manipulatives and visual aids will provide students the opportunity to build procedural fluency and conceptual understanding.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal. Assistant Principals, Instructional Specialists, Teachers	25%	45%	
Strategy 3 Details	**Formative Reviews**		
Strategy 3: Science: Teachers will focus on students fully participating in the 5 E model of science learning. teachers in grades 2-5 will utilize hands-on, critical thinking opportunities, and interactive word walls.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal. Assistant Principals, Instructional Specialists, Teachers	20%	45%	

Strategy 4 Details	Formative Reviews		

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.
    Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	**Feb**	**May**
	25%	60%	

Strategy 5 Details	Formative Reviews		

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 pulling small groups during Bloom time to support the areas of deficits.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers
	Formative		

	Nov	**Feb**	**May**
	40%	60%	

Strategy 6 Details	Formative Reviews		

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: Field Trips, Story Teller, Science/Math/Reading Activities. Winter Wonderland
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers
	Formative		

	Nov	**Feb**	**May**
	35%	60%	

Strategy 7 Details	Formative Reviews		

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
    Strategy's Expected Result/Impact: 1. Salaries- Our additional Behavior Interventionist will support our teachers, behavior goals and PBIS strategies.
 	
2. Professional Development- The Instructional Specialist, teaching staff, and para- professionals will attend professional development to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP. Professional books and other resources will build teachers' capacity.
 	
3. All In Learning- Teachers and students will utilize All in Learning as a supplemental instructional aide to be used at school and at home to assist meeting or exceeding instructional targets.
 	
4. Paper and Laminate- Additional paper and laminate supplies will be purchased to assist in meeting the learning needs of students both on and off campus.
 	
5. Bus Transportation - Provide all students the opportunity to participate in off-campus field trips.
    Staff Responsible for Monitoring: Principal, APs, ISs, BIs
	Formative		

	Nov	**Feb**	**May**
	10%	70%	

0% No Progress   100% 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.
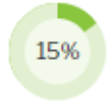
Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Extended Instructional Time (Closing the Gaps): Temporary Worker will be hired to work with students to improve their academic performance.	Formative		
Strategy's Expected Result/Impact: Students attending intervention will have a 30% increase in growth with all assessments in math and reading.	Nov	Feb	May
Staff Responsible for Monitoring: Principal	10%	80%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Class Size Reduction Teacher in 5th grade will be hired to work with students to improve their academic performance.	Formative		
Strategy's Expected Result/Impact: By the conclusion of the 2023-2024 school year, 90% of students in this class will meet approaches or higher standard on RLA STAAR and Math STAAR.	Nov	Feb	May
Staff Responsible for Monitoring: Principal	N/A	100%	

0% No Progress	100% 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.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	15%	80%	

0% No Progress	100% 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		
Strategy 1: Campus Safety: Campus Safety: Student, staff, and community will be aware of Cy-Fair Tipline and understand how to use it.	**Formative**		
Code of Conduct talks held within first 2 weeks of school and in spring semester.	**Nov**	**Feb**	**May**

Implement and present monthly Project Safety lessons covering bullying, suicide, dating violence, social media, etc.
    Strategy's Expected Result/Impact: Increase and protect bell to bell instruction time by decreasing interruption to classroom instruction. Complete and successful participation in all drills.   Student/Staff/Campus all knowledgeable about safety procedures that provide a safe environment.
    Staff Responsible for Monitoring: Teachers, Counselors, Behavior Interventionist. Assistant Principal, Principal
	40%	75%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.	**Formative**		
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: EOP Coordinator, Teachers, Administrative Team, Safety Team	30%	55%	

0% No Progress	100% 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		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	30%	50%	

Strategy 2 Details	Formative Reviews		
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 **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	10%	50%	

0% No Progress	100% 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		
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. To reduce violent incidents on campus, we will implement strategies and tools such as behavior contracts with specific behavioral objectives and goals, token economy system, multiple structured check-ins, restorative practice/conflict resolution, social problem solving, and individualized social emotional lessons facilitated by BIs or counselors.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Violent incidents will continue to be at 0% **Staff Responsible for Monitoring:** Principal	30%	75%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Restorative Practices: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Students with significant behavioral difficulties are monitored closely by the behavior interventionist with the collaborative effort of teachers, paraprofessionals, counselors, and administrators by implementing strategies and tools such as behavior contract with specific behavioral objectives and goals, token economy system, multiple structured check-ins, restorative circles, social skills lessons, and activity-based reinforcer schedule based on individualized needs.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Principal	20%	75%	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Motivate staff to be at school by doing monthly drawings for less than 3 absences.	**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. **Staff Responsible for Monitoring:** Principal/APs/Campus Secretary	**Nov**	**Feb**	**May**
	10%	20%	
0% No Progress 100% 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 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		
Strategy 1: High-Quality Professional Development: Use CF-TESS process to determine each teacher's individual professional development needs. Work to provide the needed professional development.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data table. **Staff Responsible for Monitoring:** Principal	20%	50%	
0% No Progress 100% Accomplished → Continue/Modify ✕ 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 50%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: We have started a Parent Involvement committee comprised of Instructional specialist, teachers, and paras.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Parent and family engagement will increase by 50%. **Staff Responsible for Monitoring:** Instructional Specialist, Assistant Principals, Principal	40%	75%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Karen Stockton	Principal
Teacher #1	Hanna Landreth	Pre-K Teacher
Teacher #2	Rachelle Williams	Kinder Teacher
Teacher #3	Kelsey Ramsey	1st Grade
Teacher #4	Patricia Moussa	2nd Grade
Teacher #5	Kelsi Johnson	3rd Grade
Teacher #6	Maggie Floyd	4th Grade
Teacher #7	Lizzette Richards	5th Grade
Teacher #8	Alicia Guillote	PE
Other School Leader (Nonteaching Professional) #1	Amber Colchado	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Misty Finch	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Jill Miedke	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Nina Campbell	Other School Leader (Nonteaching Professional) #4
Parent #1	Parent #1	Parent #1
Parent #2	Parent #2	Parent #2
Community Member #1	Community Member #1	Community Member #1
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	Alex Soler	Business Representative #1
Business Representative #2	Mason Holt	Business Representative #2
Paraprofessional #1	Mayra Carwile	Paraprofessional #1
Paraprofessional #2	Sabrina Holmes	Paraprofessional #2
Other School Leader (Nonteaching Professional)	Zaina Dimassi	M/Sc IS
Other School Leader (Nonteaching Professional)	Yuka Takahashi-Kury	Behavior Interventionist
Other School Leader (Nonteaching Professional)	Rachel Dunn	Counselor
Other School Leader (Nonteaching Professional)	Starlett Moed	Counselor
Other School Leader (Nonteaching Professional)	Jake Hendricks	BI
Other School Leader (Nonteaching Professional)	Morgan Burcham	Testing Coordinator

Committee Role	Name	Position
Other School Leader (Nonteaching Professional)	Lisa Aden	Campus Secretary
Administrator (LEA) #1	Administrator (LEA) #1	Administrator (LEA) #1
Administrator (LEA) #2	Administrator (LEA) #2	Administrator (LEA) #2

Addendums

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023	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
					#	#	%	%	%	#	%	%	%	#	%	%	%
Reading	3	Post	ES 5	All	124	92	74%	75%	1%	64	52%	55%	3%	28	23%	25%	2%
Reading	3	Post	ES 5	Hispanic	71	49	69%	70%	1%	33	46%	50%	4%	15	21%	25%	4%
Reading	3	Post	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Post	ES 5	Asian	7	6	86%	90%	4%	6	86%	90%	4%	*	*	*	*
Reading	3	Post	ES 5	African Am.	28	23	82%	85%	3%	12	43%	45%	2%	*	*	*	*
Reading	3	Post	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Post	ES 5	White	15	12	80%	85%	5%	11	73%	75%	2%	5	33%	35%	2%
Reading	3	Post	ES 5	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Post	ES 5	Eco. Dis.	87	62	71%	75%	4%	41	47%	50%	3%	16	18%	20%	2%
Reading	3	Post	ES 5	LEP Current	36	19	53%	55%	2%	10	28%	30%	2%	*	*	*	*
Reading	3	Post	ES 5	At-Risk	56	32	57%	60%	3%	19	34%	35%	1%	6	11%	20%	9%
Reading	3	Post	ES 5	SPED	12	5	42%	45%	3%	*	*	*	*	*	*	*	*
Reading	4	Post	ES 5	All	133	99	74%	75%	1%	58	44%	45%	1%	33	25%	30%	5%
Reading	4	Post	ES 5	Hispanic	70	49	70%	75%	5%	26	37%	40%	3%	15	21%	25%	4%
Reading	4	Post	ES 5	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Post	ES 5	Asian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Post	ES 5	African Am.	31	22	71%	75%	4%	10	32%	35%	3%	5	16%	20%	4%
Reading	4	Post	ES 5	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Post	ES 5	White	25	22	88%	90%	2%	19	76%	80%	4%	13	52%	55%	3%
Reading	4	Post	ES 5	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Post	ES 5	Eco. Dis.	84	57	68%	70%	2%	27	32%	35%	3%	13	15%	20%	5%
Reading	4	Post	ES 5	LEP Current	32	20	63%	65%	2%	8	25%	30%	5%	*	*	*	*
Reading	4	Post	ES 5	At-Risk	75	46	61%	65%	4%	21	28%	30%	2%	9	12%	15%	3%
Reading	4	Post	ES 5	SPED	15	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Post	ES 5	All	119	93	78%	80%	2%	65	55%	60%	5%	30	25%	30%	5%
Reading	5	Post	ES 5	Hispanic	51	36	71%	75%	4%	27	53%	55%	2%	11	22%	25%	3%
Reading	5	Post	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Post	ES 5	Asian	9	8	89%	90%	1%	6	67%	70%	3%	*	*	*	*
Reading	5	Post	ES 5	African Am.	30	22	73%	75%	2%	11	37%	40%	3%	*	*	*	*
Reading	5	Post	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Post	ES 5	White	26	24	92%	95%	3%	18	69%	70%	1%	10	38%	40%	2%
Reading	5	Post	ES 5	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Post	ES 5	Eco. Dis.	75	55	73%	75%	2%	37	49%	50%	1%	14	19%	20%	1%
Reading	5	Post	ES 5	LEP Current	28	18	64%	65%	1%	12	43%	45%	2%	*	*	*	*
Reading	5	Post	ES 5	At-Risk	76	55	72%	75%	3%	35	46%	50%	4%	10	13%	20%	7%
Reading	5	Post	ES 5	SPED	6	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Post	ES 5	All	123	74	60%	65%	5%	42	34%	35%	1%	12	10%	15%	5%
Math	3	Post	ES 5	Hispanic	71	42	59%	60%	1%	22	31%	35%	4%	*	*	*	*
Math	3	Post	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Post	ES 5	Asian	7	6	86%	90%	4%	*	*	*	*	*	*	*	*

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	Student Group	Tested 2023	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
					#	#	%	%	%	#	%	%	%	#	%	%	%
Math	3	Post	ES 5	African Am.	28	12	43%	45%	2%	6	21%	25%	4%	*	*	*	*
Math	3	Post	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Post	ES 5	White	14	12	86%	90%	4%	9	64%	65%	1%	7	50%	55%	5%
Math	3	Post	ES 5	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Post	ES 5	Eco. Dis.	86	46	53%	55%	2%	25	29%	30%	1%	*	*	*	*
Math	3	Post	ES 5	LEP Current	36	21	58%	60%	2%	6	17%	20%	3%	*	*	*	*
Math	3	Post	ES 5	At-Risk	56	30	54%	55%	1%	10	18%	20%	2%	*	*	*	*
Math	3	Post	ES 5	SPED	12	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Post	ES 5	All	132	67	51%	55%	4%	38	29%	30%	1%	13	10%	15%	5%
Math	4	Post	ES 5	Hispanic	70	32	46%	50%	4%	16	23%	25%	2%	5	7%	15%	8%
Math	4	Post	ES 5	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Post	ES 5	Asian	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Post	ES 5	African Am.	31	12	39%	40%	1%	5	16%	20%	4%	*	*	*	*
Math	4	Post	ES 5	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Post	ES 5	White	24	20	83%	85%	2%	16	67%	70%	3%	6	25%	30%	5%
Math	4	Post	ES 5	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Post	ES 5	Eco. Dis.	84	35	42%	45%	3%	15	18%	20%	2%	6	7%	10%	3%
Math	4	Post	ES 5	LEP Current	32	7	22%	25%	3%	5	16%	20%	4%	*	*	*	*
Math	4	Post	ES 5	At-Risk	75	26	35%	40%	5%	10	13%	20%	7%	*	*	*	*
Math	4	Post	ES 5	SPED	15	5	33%	35%	2%	*	*	*	*	*	*	*	*
Math	5	Post	ES 5	All	118	80	68%	70%	2%	31	26%	30%	4%	8	7%	10%	3%
Math	5	Post	ES 5	Hispanic	50	34	68%	70%	2%	7	14%	20%	6%	*	*	*	*
Math	5	Post	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Post	ES 5	Asian	9	8	89%	90%	1%	*	*	*	*	*	*	*	*
Math	5	Post	ES 5	African Am.	30	15	50%	55%	5%	*	*	*	*	*	*	*	*
Math	5	Post	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Post	ES 5	White	26	20	77%	80%	3%	15	58%	60%	2%	*	*	*	*
Math	5	Post	ES 5	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Post	ES 5	Eco. Dis.	74	48	65%	70%	5%	11	15%	20%	5%	*	*	*	*
Math	5	Post	ES 5	LEP Current	28	17	61%	65%	4%	*	*	*	*	*	*	*	*
Math	5	Post	ES 5	At-Risk	75	44	59%	60%	1%	9	12%	20%	8%	*	*	*	*
Math	5	Post	ES 5	SPED	6	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Post	ES 5	All	117	74	63%	65%	2%	40	34%	40%	6%	14	12%	15%	3%
Science	5	Post	ES 5	Hispanic	49	29	59%	60%	1%	12	24%	30%	6%	*	*	*	*
Science	5	Post	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Post	ES 5	Asian	9	7	78%	80%	2%	5	56%	60%	4%	*	*	*	*
Science	5	Post	ES 5	African Am.	30	13	43%	45%	2%	*	*	*	*	*	*	*	*
Science	5	Post	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Post	ES 5	White	26	22	85%	90%	5%	17	65%	70%	5%	8	31%	35%	4%
Science	5	Post	ES 5	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*

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Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023	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
					#	#	%	%		#	%	%		#	%	%	
Science	5	Post	ES 5	Eco. Dis.	73	40	55%	60%	5%	18	25%	30%	5%	*	*	*	*
Science	5	Post	ES 5	LEP Current	28	15	54%	5%	-49%	*	*	*	*	*	*	*	*
Science	5	Post	ES 5	At-Risk	74	37	50%	55%	5%	15	20%	25%	5%	*	*	*	*
Science	5	Post	ES 5	SPED	6	*	*	*	*	*	*	*	*	*	*	*	*