

Cypress-Fairbanks Independent School District

Yeager Elementary School

2023-2024



Mission Statement

Yeager is a safe place for all students to learn, grow and become their best self.

Vision

Yeager Elementary empowers all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being. At Yeager, our statement, “Together We Swarm” reflects our understanding and beliefs. We aim to ensure that the children at our school are provided with high-quality learning experiences to create life-long learners.

Comprehensive Needs Assessment

Revised/Approved: September 26, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Yeager Elementary is a campus in Cypress, Texas. Yeager is projected to serve 770 students in grades PreK-5th grades during the 2023-2024 school year, which is a decrease from the previous year of 849 students at the end of the 2022-23 school year.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

- Demographics Data
- Behavior Data
- Academic Data

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 30, 2023 and again on September 26, 2023 to develop and finalize the CNA. The meetings were held in the Library.

At the first meeting on May 30, 2023, principal Tyler Hart and the CPOC team went through the data, goals, and formative and summative year end reviews. The CPOC team discussed our strengths and needs for improvement. We went through our Needs Assessments for the upcoming 2023-24 school year.

At the second meeting on Tuesday, September 26, 2023, the CPOC team went through the CIP, Needs Assessment, Problem Statements, and Summary. The CPOC Team finalized the CIP for the Goals and Performance Objectives.

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 ELAR: Overall students scored 73% on STAAR. Our Economically Disadvantage and Hispanic populations scored the lowest across all grade levels. Through the root cause analysis process, we identified more emphasis on small group targeted instruction in weak areas needs to be a focus.

Our second identified priority problem is in the area of student achievement, specifically Math: Overall students scored 66% on STAAR. Our Economically Disadvantage and AA populations scored the lowest across all grade levels. Through the root cause analysis process, we identified More emphasis on targeted small group instruction for our underperforming students in needed, in addition to more use of manipulatives to help with understanding.

Our third identified priority problem is in the area of student achievement, specifically Science: Overall, students scored 63% on STAAR. Our Economically Disadvantage and Hispanic populations scored the lowest across all grade levels. Through the root cause analysis process, we identified more hands on experiments and experiences are needed to help students fully understand concepts.

Our fourth identified priority problem is in the area of learning gaps, specifically Students are beginning the 2023-24 school year with learning gaps. Through the root cause analysis process, we identified Yeager has a high mobility and poor attendance and there needs to be a more targeted approach for students who are missing foundational skills in academics and social learning.

Our fifth identified priority problem is in the area of our economically disadvantaged students specifically Yeager has a high population of economically disadvantaged/at-risk students. Through the root cause analysis process, we identified Yeager has a high mobility, poor attendance, and a lack of parental supports therefore students are missing foundational skills in academics and social learning which can be targeted in interventions.

Our sixth identified priority problem is in the area of our discipline specifically Yeager Elementary's restorative practices have improved, however still need tweaking. Through the root cause analysis process, we identified in previous school years, there was a PBIS team, but not a consistent set of systems in place to implement and equip teachers to work with changing student behaviors.

Our seventh identified priority problem is in the area of our instructional planning specifically teachers continue to create engaging activities for their curriculum, lessons and activities, but were not effective across entire grade levels. Through the root

cause analysis process, we identified not all content-grade level teachers collaborated, created, and instructed with quality lessons consistently.

Student Achievement

Student Achievement Summary

100% of teachers/instructional paras will provide targeted small group instruction

Improve initial instruction- more engaging, quality, purposeful, high rigor

PBIS reboot to decrease the quantity of students receiving referrals

Designated class meeting time in master schedule

Student Achievement Strengths

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

Increase in the number of teachers doing small groups but not 100%

Student growth in Mclass, and independent reading levels.

The quantity of students who received office referrals has decreased.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: ELAR: Overall students scored 73% on STAAR. Our Economically Disadvantage and Hispanic populations scored the lowest across all grade levels. **Root Cause:** ELAR: More emphasis on small group targeted instruction in weak areas needs to be a focus.

Problem Statement 2: Math: Overall students scored 66% on STAAR. Our Economically Disadvantage and AA populations scored the lowest across all grade levels. **Root Cause:** Math: More emphasis on targeted small group instruction for our underperforming students in needed, in addition to more use of manipulatives to help with understanding.

Problem Statement 3: Science: Overall, students scored 63% on STAAR. Our Economically Disadvantage and Hispanic populations scored the lowest across all grade levels. **Root Cause:** Science: More hands on experiments and experiences are needed to help students fully understand concepts.

Problem Statement 4: Yeager has a high population of economically disadvantaged/at-risk students. **Root Cause:** Traditionally, Yeager has had a high mobility and poor attendance rate which leads to low foundational skills in academics and social learning which can be targeted in interventions.

School Culture and Climate

School Culture and Climate Strengths

Our School has rebooted our PBIS Team and Systems to help improve students and staff expectations for the school year. Our school motto, Together We Swarm surrounds everything we do from academics and behavior throughout the school.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Yeager Elementary's restorative practices have improved, however still need tweaking. **Root Cause:** In previous school years, there was a PBIS team, but not a consistent set of systems in place to implement and equip teachers to work with changing student behaviors.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Effective plans were put in place to ensure grade levels were having targeted plannings as an entire grade level. All new teachers to Yeager are assigned mentors to help with an needs they may come across throughout the year. The school is dedicated to working with the staff to build a strong climate and culture throughout the building to retain high quality teachers from year to year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers continue to create engaging activities for their curriculum, lessons and activities, but were not effective across entire grade levels. **Root Cause:** Not all content-grade level teachers collaborated, created, and instructed with quality lessons consistently.

Parent and Community Engagement

Parent and Community Engagement Strengths

Yeager has a small but strong VIPs Board to work with staff and students to enhance the whole school.

Problem Statements Identifying Parent and Community Engagement Needs



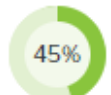



Problem Statement 1: We need to find ways to encourage parents to attend school events and be more involved in their student's education. **Root Cause:** Aside from the strong VIPs family members, there was not an emphasis on finding ways to involve parents in school activities.











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

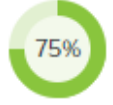





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Teachers will have consistent plans with differentiated instruction using small groups to target the academic needs of students.</p> <p>Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data tables.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal, District Coach</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Teachers will implement data driven small group instruction with targeted differentiated activities, including the use of manipulatives, based on the academic need of each student.</p> <p>Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data tables.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal, District Coach</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Students will participate in hands-on, engaging lessons and encourage scientific vocabulary development through interactive word walls or anchor charts.</p> <p>Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data tables.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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: differentiated small group instruction based on deficit skills and enrichment for students who are performing at or above level.</p> <p>Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data tables.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal, Academic Achievement Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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: Activities during Closing the Gap, monthly wellness activities with the counselors, Flocabulary, Choice Boards, etc. We will offer choir and student leadership opportunities to our fifth graders.</p> <p>Strategy's Expected Result/Impact: Flocabulary- Students will utilize Flocabulary as additional intervention at school and at home to assist in meeting or exceeding instructional targets.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Counselors, Assistant Principals, Principal, Academic Achievement Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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> <p>As a Title I campus, Yeager will implement the following measures to ensure that students will meet or exceed the STAAR targets on the attached data tables.</p> <ol style="list-style-type: none"> 1) Employ supplemental staff 2) Employee an Reading Transition Specialist to target our transient student population 3) Pay for Professional Development opportunities for teachers. 4) Engage temporary workers to enhance targeted instruction and tutorials. 5) Provide supplemental classroom supplies and materials. <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal, Academic Achievement Specialist</p>	Formative		
	Nov	Feb	May
			
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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 pay for 5 part time reading/math interventionist and to provide funds to send teacher to professional development conferences.


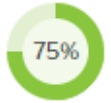




Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Core Content Area Interventionist: Core Content Area Interventionist in Reading and Math will work with students in small groups and as push in and pull out.</p> <p>Strategy's Expected Result/Impact: 85% of 3rd, 4th and 5th grade students will pass STAAR reading and math or demonstrate progress.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Mental Health Supports: Students will be taught the PBIS matrix of S.W.A.R.M. - Safety, Work Hard, Attitude, Respect, and Mindful. Students exhibiting these values will be award Positive Behavior Referrals and will receive a book from the Book Vending Machine</p> <p>Strategy's Expected Result/Impact: Reduction in discipline incidents</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
	N/A	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 for class size reduction to help with 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.

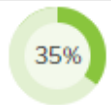







Evaluation Data Sources: STAAR Data

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
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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









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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Lessons on character education will be taught each month, along with anti-victimization lessons from our school counselors through WHO, Bringing out the Best and QuaverEd.</p> <p>Students, staff and community will be aware of Cy-Fair Tipline and understand how to use it.</p> <p>Strategy's Expected Result/Impact: Decrease number of office referrals and reports of bullying.</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principals, Counselors, PBIS Committee</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.</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: Assistant Principal, 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 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. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate 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 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. Our campus will continue to use and teach Bringing Out The Best and other SEL resources to promote positive behaviors over violence.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Counselors, PBIS Team, Assistant Principals, teachers, staff, Behavior Interventionists</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. Staff will attend training in PBIS and Restorative Practices.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Teachers, PBIS Team, Behavior Interventionists</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










Next Year's Recommendation: Recognize teachers at the YAY Rally each 9 weeks.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Provide incentives for staff attendance every nine weeks. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. Staff Responsible for Monitoring: Principal	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 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: 4th/5th Grade Science Teachers will be sent to the CAST Science Conference on November 9th-11th Strategy's Expected Result/Impact: Teachers will deliver engaging science instruction strategies learned from conference Staff Responsible for Monitoring: Instructional Specialists	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers from each grade level will be sent to the Ron Clark Academy RCA Experience Conference in Atlanta Georgia Strategy's Expected Result/Impact: Increased Student Engagement and Climate and Culture Strategies to be implemented school wide. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	N/A	N/A	
Strategy 3 Details	Formative Reviews		
Strategy 3: All Teachers will participate in Professional Development in Flocabulary and how to implement it into the curriculum. Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: All Staff will participate in a Professional Development Book Study on the book Move Your Bus Strategy's Expected Result/Impact: Improved Climate and Culture. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			



No Progress



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 5%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Parents and students will participate in virtual and face-to-face family engagement activities such as :</p> <p>Meet the Teacher Open House Primary Night Field Day VIPS Meetings Winter Wonderland</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Yeager Elementary is promoting family involvement with a individual educational activity to promote literacy and family time. Staff Responsible for Monitoring: Title I Coordinator</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	Tyler Hart	Principal
Teacher #1	Nicole Connor	4th grade
Teacher #2	Cecelia Ramirez	PK
Teacher #3	Heather Beck	2nd grade
Teacher #4	Landry Rucker	PEAM
Teacher #5	Lynden Powers	2nd Grade
Teacher #6	Maddie Munson	3rd Grade
Teacher #7	Marisa Ochoa	K
Teacher #8	Melissa Anciso	1st Grade
Teacher #8	Stephanie Casas	5th Grade
Other School Leader (Nonteaching Professional) #2	Ashley Kelley	Counselor
Administrator (LEA) #1	Kimberly Cutbirth	Assistant Principal
Administrator (LEA) #2	Nicole Barnes	Assistant Principal
Parent #1	Parent #1	Parent #1
Parent #2	Parent #2	Parent #2
Non-classroom Professional	Dana Herzog	Testing Coordinator
Non-classroom Professional	Kim Phan	Math/Sci. Instructional Specialist
District-level Professional	Irene Ruiz	District Professional
District-level Professional	Jenifer Jones	District Professional
Paraprofessional #1	Ross Rucker	Paraprofessional
Paraprofessional #2	Edith Perez	Paraprofessional
Other School Leader (Nonteaching Professional) #3	Ebony Boxley	Counselor
Other School Leader (Nonteaching Professional) #4	Christopher Devries	Behavior Coach
Non-classroom Professional	Kimmy Ponders	Math Interventionist
Non-classroom Professional	Latosha Martin	Behavior Coach
Non-classroom Professional	Robyn Lagrappe	Diagnostician
Non-classroom Professional	Stevie Margreiter	Primary Instructional Specialist

Committee Role	Name	Position
Non-classroom Professional	Tammy Marrero	ELAR Instructional Specialist

Addendums

