## **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 tagerted 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 smalal 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 instructionImprove initial instruction- more engaging, quality, purposeful, high rigorPBIS reboot to decrease the quantity of students receiving referralsDesignated 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	For	mative Revi	ews	
Strategy 1: RLA: Teachers will have consistent plans with differentiated instruction using small groups to target the academic needs of		Formative		
students.	Nov	Feb	May	
Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data tables. Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal, District Coach		70%		
Strategy 2 Details	For	mative Revi	ews	
Strategy 2: Math: Teachers will implement data driven small group instruction with targeted differentiated activities, including the use of		Formative		
manipulatives, based on the academic need of each student.	Nov	Feb	May	
Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data tables. Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal, District Coach		70%		
Strategy 3 Details	For	mative Revi	ews	
Strategy 3: Science: Students will participate in hands-on, engaging lessons and encourage scientific vocabulary development through	Formative			
interactive word walls or anchor charts. Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data tables. Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal	Nov	Feb	May	
	55%	75%		

Strategy 4 Details			ews
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.	Nov	Feb	May
Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data tables. Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal, Academic Achievement Specialist	60%	75%	
Strategy 5 Details	For	mative Revi	ews
Strategy 5: 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: 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.	Nov	Feb	May
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.	35%	70%	
Staff Responsible for Monitoring: Instructional Specialists, Counselors, Assistant Principals, Principal, Academic Achievement Specialist			
Strategy 6 Details	For	mative Revi	ews
Strategy 6: 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	Nov	Feb	May
<ul> <li>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</li> <li>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.</li> <li>1) Employ supplemental staff</li> </ul>	65%	80%	
2) Employee an Reading Transition Specialist to target our transient student population			
<ul><li>3) Pay for Professional Development opportunities for teachers.</li><li>4) Engage temporary workers to enhance targeted instruction and tutorials.</li></ul>			
5) Provide supplemental classroom supplies and materials.			
Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal, Academic Achievement Specialist			
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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		
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.		Feb	May
Strategy's Expected Result/Impact: 85% of 3rd, 4th and 5th grade students will pass STAAR reading and math or demonstrate progress. Staff Responsible for Monitoring: Principal	75%	85%	
Strategy 2 Details	For	mative Revi	ews
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	Nov	Feb	May
Strategy's Expected Result/Impact: Reduction in discipline incidents Staff Responsible for Monitoring: Assistant Principals	N/A	N/A	
Image: No Progress     Image: Accomplished     Image: Continue/Modify     Image: Continue/Modify	2		

**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	For	mative Revi	ews
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	45%	75%	
No Progress Accomplished -> Continue/Modify X 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	For	mative Revi	ews	
Strategy 1: Campus Safety: Lessons on character education will be taught each month, along with anti-victimization lessons from our school		Formative		
counselors through WHO, Bringing out the Best and QuaverEd.	Nov	Feb	May	
Students, staff and community will be aware of Cy-Fair Tipline and understand how to use it. Strategy's Expected Result/Impact: Decrease number of office referrals and reports of bullying. Staff Responsible for Monitoring: Teachers, Assistant Principals, Counselors, PBIS Committee	35%	50%		
Strategy 2 Details	For	mative Revi	ews	
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat)				
throughout the year.	Nov	Feb	May	
<ul> <li>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</li> <li>Staff Responsible for Monitoring: Assistant Principal, Principal</li> </ul>	45%	65%		
No Progress Accomplished -> 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 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	Nov	Feb	May		
Staff Responsible for Monitoring: Principal	35%	50%			
Strategy 2 Details	For	mative Revi	iews		
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	20%	55%			
No Progress Accomplished -> Continue/Modify X Discontinue	ue				

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			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. Our campus will continue to use and teach Bringing Out The Best and other SEL resources to promote positive		Feb	May
behaviors over violence. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Counselors, PBIS Team, Assistant Principals, teachers, staff, Behavior Interventionists	35%	60%	
Strategy 2 Details	For	mative Revi	ews
<b>Strategy 2:</b> Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students	<b>Formative</b>		
contribute to the positive classroom/school environment. Staff will attend training in PBIS and Restorative Practices.	Nov	Feb	May
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Teachers, PBIS Team, Behavior Interventionists	30%	50%	
No Progress Accomplished -> Continue/Modify X Discontinu	e		

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	For	mative Revi	ews
Strategy 1: Teacher/Paraprofessional Attendance: Provide incentives for staff attendance every nine weeks.		Formative	
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.	Nov	Feb	May
Staff Responsible for Monitoring: Principal	N/A	N/A	
No Progress Accomplished -> Continue/Modify X Discontinue	3		

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	rmative Revi	iews	
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		Formative		
		Feb	May	
Staff Responsible for Monitoring: Instructional Specialists	100%	100%	100%	
Strategy 2 Details	For	rmative Revi	ews	
Strategy 2: Teachers from each grade level will be sent to the Ron Clark Academy RCA Experience Conference in Atlanta Georgia		Formative		
Strategy's Expected Result/Impact: Increaded Student Engagement and Climate and Culture Strategies to be implemented school wide.	Nov	Feb	May	
Staff Responsible for Monitoring: Principal	N/A	N/A		
Strategy 3 Details	For	Formative Reviews		
Strategy 3: All Teachers will participate in Professional Development in Flocabulary and how to implement it into the curriculum.	Formative			
Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets	Nov	Feb	May	
Staff Responsible for Monitoring: Principal	100%	100%	100%	
Strategy 4 Details	Formative Reviews			
Strategy 4: All Staff will participate in a Professional Development Book Study on the book Move Your Bus	Formative			
Strategy's Expected Result/Impact: Improved Climate and Culture. Staff Responsible for Monitoring: Principal		Feb	May	
		100%	100%	

0% No Progress	Accomplished	 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%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Parents and students will participate in virtual and face-to-face family engagement activities such			
as :	Nov	Feb	May
Meet the Teacher Open House Primary Night Field Day VIPS Meetings Winter Wonderland 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	50%	80%	100%
	2		

# 2023-2024 CPOC

Committee Role	Name	Position
Principal	Tyler Hart	Principal
Teacher #1	Nicole Connor	4th grade
Teacher #2	Cecelia Ramirez	РК
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	К
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 Pounders	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

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Including         3         Treagen         6.3         Color         2.1         3.0         0.0         3.0         0         0.0         3.0         0.0         3.0         0.0         3.0         0.0         3.0         0.0         3.0         0.0         3.0         0.0         3.0         0.0         3.0         0.0         3.0         0.0         3.0         0.0         3.0         0.0         3.0         0.0         3.0         0.0         3.0         0.0         3.0         0.0         3.0         0.0         3.0         0.0         3.0         0.0 <th< td=""><td>Reading</td><td>3</td><td>Yeager</td><td>ES 5</td><td>Eco. Dis.</td><td>78</td><td>55</td><td>71%</td><td>73%</td><td>2%</td><td>31</td><td>40%</td><td>42%</td><td>2%</td><td>11</td><td>14%</td><td>16%</td><td>2%</td></th<>	Reading	3	Yeager	ES 5	Eco. Dis.	78	55	71%	73%	2%	31	40%	42%	2%	11	14%	16%	2%
Reading         3         Yenger         ES         SPED         16         5         31%         40%         9%         *	Reading	3	Yeager	ES 5	LEP Current	22	12	55%	60%	5%	6	27%	30%	3%	*	*	*	*
Reading         4         Yeager         ES5         All         136         102         75%         77%         2%         53         39%         41%         2%         23         17%         19%         2%           Reading         4         Yeager         ES5         Hispanic         74         52         70%         72%         2%         23         31%         33%         2%         8         11%         13%         2%           Reading         4         Yeager         ES5         Asian         6         6         100%         0%         5         83%         85%         2%         * <td>Reading</td> <td>3</td> <td>Yeager</td> <td>ES 5</td> <td>At-Risk</td> <td>64</td> <td>41</td> <td>64%</td> <td>66%</td> <td>2%</td> <td>20</td> <td>31%</td> <td>33%</td> <td>2%</td> <td>8</td> <td>13%</td> <td>15%</td> <td>2%</td>	Reading	3	Yeager	ES 5	At-Risk	64	41	64%	66%	2%	20	31%	33%	2%	8	13%	15%	2%
Reading         4         Yeager         ES5         Hispanic         74         52         70%         72%         2%         23         31%         33%         2%         8         11%         13%         2%           Reading         4         Yeager         ES5         Am. Indian         0         *	Reading	3	Yeager	ES 5	SPED	16	5	31%	40%	9%	*	*	*	*	*	*	*	*
Reading         4         Yeager         ESS         Am. Indian         0         *	Reading	4	Yeager	ES 5	All	136	102	75%	77%	2%	53	39%	41%	2%	23	17%	19%	2%
Reading         4         Tenger         L-3         Ann. Math         0	Reading	4	Yeager	ES 5	Hispanic	74	52	70%	72%	2%	23	31%	33%	2%	8	11%	13%	2%
Reading         4         Teager         ESS         Arian         0         0         0         100%         20%         0.3% <td>Reading</td> <td>4</td> <td>Yeager</td> <td>ES 5</td> <td>Am. Indian</td> <td>0</td> <td>*</td>	Reading	4	Yeager	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading         4         Teager         ES3         Anthali Anii.         2.3         2.0         0.3%         2.0         1.0         34%         30%         2.0         1.0 <th1.0< th=""></th1.0<>	Reading	4	Yeager	ES 5	Asian	6	6	100%	100%	0%	5	83%	85%	2%	*	*	*	*
Reading         4         Preager         ES.5         White         20         1 <th1< th=""> <th1< th=""></th1<></th1<>	Reading	4	Yeager	ES 5	African Am.	29	20	69%	71%	2%	10	34%	36%	2%	*	*	*	*
Reading         4         Yeager         ES 5         Two or More         7         6         86%         88%         2%         * <th< td=""><td>Reading</td><td>4</td><td>Yeager</td><td>ES 5</td><td>Pac. Islander</td><td>0</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<>	Reading	4	Yeager	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading       4       Yeager       ESS       ECO.Dis.       93       62       67%       69%       2%       29       31%       33%       2%       9       10%       12%       2%         Reading       4       Yeager       ESS       LED.Dis.       93       62       67%       69%       2%       29       31%       33%       2%       9       10%       12%       2%         Reading       4       Yeager       ESS       LEP Current       36       20       56%       60%       4%       8       22%       24%       2%       9       10%       12%       2%         Reading       4       Yeager       ESS       At-Risk       88       55       63%       65%       2%       25       28%       30%       2%       4       *	Reading	4	Yeager	ES 5	White	20	18	90%	92%	2%	12	60%	62%	2%	7	35%	37%	2%
Reading         4         Yeager         ES5         LEP Current         36         20         56%         60%         4%         8         22%         24%         2%         5         14%         16%         2%           Reading         4         Yeager         ES5         At-Risk         88         55         63%         65%         2%         25         28%         30%         2%         9         10%         12%         2%           Reading         4         Yeager         ES5         At-Risk         88         55         63%         65%         2%         25         28%         30%         2%         9         10%         12%         2%           Reading         5         Yeager         ES5         All         129         94         73%         75%         2%         60         47%         50%         3%         36         28%         30%         2%           Reading         5         Yeager         ES5         All         0         *         *         *         *         *         *         *         *         *         *         *         *         *         *         *         *         <	Reading	4	Yeager	ES 5	Two or More	7	6	86%	88%	2%	*	*	*	*	*	*	*	*
Reading         4         Yeager         ES5         At-Risk         88         55         63%         65%         2%         25         28%         30%         2%         9         10%         12%         2%           Reading         4         Yeager         ES5         SPED         11         5         45%         50%         5%         *	Reading	4	Yeager	ES 5	Eco. Dis.	93	62	67%	69%	2%	29	31%	33%	2%	9	10%	12%	2%
Reading         4         Yeager         ES5         SPED         11         5         45%         50%         5%         *	Reading	4	Yeager	ES 5	LEP Current	36	20	56%	60%	4%	8	22%	24%	2%	5	14%	16%	2%
Reading         5         Yeager         ESS         All         129         94         73%         75%         2%         60         47%         50%         3%         3%         5%         2%         60         47%         50%         3%         3%         75%         2%         60         47%         50%         3%         3%         2%         15         22%         24%         2%           Reading         5         Yeager         ESS         Allial         0         *	Reading	4	Yeager	ES 5	At-Risk	88	55	63%	65%	2%	25	28%	30%	2%	9	10%	12%	2%
Reading         5         Yeager         ES 5         Hispanic         68         44         65%         67%         2%         25         37%         39%         2%         15         22%         24%         2%           Reading         5         Yeager         ES 5         Am. Indian         0         * </td <td>Reading</td> <td>4</td> <td>Yeager</td> <td>ES 5</td> <td>SPED</td> <td>11</td> <td>5</td> <td>45%</td> <td>50%</td> <td>5%</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td> <td>*</td>	Reading	4	Yeager	ES 5	SPED	11	5	45%	50%	5%	*	*	*	*	*	*	*	*
Reading         5         Yeager         ES 5         Am. Indian         0         * <td>Reading</td> <td>5</td> <td>Yeager</td> <td>ES 5</td> <td>All</td> <td>129</td> <td>94</td> <td>73%</td> <td>75%</td> <td>2%</td> <td>60</td> <td>47%</td> <td>50%</td> <td>3%</td> <td>36</td> <td>28%</td> <td>30%</td> <td>2%</td>	Reading	5	Yeager	ES 5	All	129	94	73%	75%	2%	60	47%	50%	3%	36	28%	30%	2%
Reading       S       Peager       ESS       Ani. Indial       O       C </td <td>Reading</td> <td>5</td> <td>Yeager</td> <td>ES 5</td> <td>Hispanic</td> <td>68</td> <td>44</td> <td>65%</td> <td>67%</td> <td>2%</td> <td>25</td> <td>37%</td> <td>39%</td> <td>2%</td> <td>15</td> <td>22%</td> <td>24%</td> <td>2%</td>	Reading	5	Yeager	ES 5	Hispanic	68	44	65%	67%	2%	25	37%	39%	2%	15	22%	24%	2%
Reading       5       Yeager       ESS       African Am.       34       27       79%       81%       2%       16       47%       49%       2%       9       26%       28%       2%         Reading       5       Yeager       ESS       African Am.       34       27       79%       81%       2%       16       47%       49%       2%       9       26%       28%       2%         Reading       5       Yeager       ESS       Pac. Islander       0       *	Reading	5	Yeager	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading         5         Yeager         ES 5         Pac. Islander         0         *<	Reading	5	Yeager	ES 5	Asian	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading       5       Yeager       ES5       White       20       17       85%       87%       2%       13       65%       67%       2%       9       45%       47%       2%         Reading       5       Yeager       ES5       White       20       17       85%       87%       2%       13       65%       67%       2%       9       45%       47%       2%         Reading       5       Yeager       ES5       Two or More       4       *       <	Reading	5	Yeager	ES 5	African Am.	34	27	79%	81%	2%	16	47%	49%	2%	9	26%	28%	2%
Reading         5         Yeager         ES 5         Two or More         4         * <td>Reading</td> <td>5</td> <td>Yeager</td> <td>ES 5</td> <td>Pac. Islander</td> <td>0</td> <td>*</td>	Reading	5	Yeager	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading       5       Yeager       ESS       Hold Marc       4       6       6       7       2%       31       36%       38%       2%       15       17%       19%       2%         Reading       5       Yeager       ESS       Eco. Dis.       87       60       69%       71%       2%       31       36%       38%       2%       15       17%       19%       2%         Reading       5       Yeager       ESS       LEP Current       40       21       53%       55%       2%       6       15%       17%       2%       * <t< td=""><td>Reading</td><td>5</td><td>Yeager</td><td>ES 5</td><td>White</td><td>20</td><td>17</td><td>85%</td><td>87%</td><td>2%</td><td>13</td><td>65%</td><td>67%</td><td>2%</td><td>9</td><td>45%</td><td>47%</td><td>2%</td></t<>	Reading	5	Yeager	ES 5	White	20	17	85%	87%	2%	13	65%	67%	2%	9	45%	47%	2%
Reading         5         Yeager         ES5         Eco. Dis.         87         60         69%         71%         2%         31         36%         38%         2%         15         17%         19%         2%           Reading         5         Yeager         ES5         LEP Current         40         21         53%         55%         2%         6         15%         17%         2%         *         *         *         *           Reading         5         Yeager         ES5         LEP Current         40         21         53%         55%         2%         6         15%         17%         2%         *         *         *         *           Reading         5         Yeager         ES5         At-Risk         88         54         61%         63%         2%         24         27%         30%         3%         13         15%         17%         2%           Reading         5         Yeager         ES5         At-Risk         88         54         61%         63%         2%         24         27%         30%         3%         13         15%         17%         2%         2%           Reading <td>Reading</td> <td>5</td> <td>Yeager</td> <td>ES 5</td> <td>Two or More</td> <td>4</td> <td>*</td>	Reading	5	Yeager	ES 5	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading         5         Yeager         ES5         LEP Current         40         21         53%         55%         2%         6         15%         17%         2%         *         *         *         *           Reading         5         Yeager         ES5         At-Risk         88         54         61%         63%         2%         24         27%         30%         3%         13         15%         17%         2%           Reading         5         Yeager         ES5         At-Risk         88         54         61%         63%         2%         24         27%         30%         3%         13         15%         17%         2%           Reading         5         Yeager         ES5         SPED         22         6         27%         30%         3%         *	Reading	5		ES 5	Eco. Dis.	87	60	69%	71%	2%	31	36%	38%	2%	15	17%	19%	2%
Reading         5         Yeager         ES5         At-Risk         88         54         61%         63%         2%         24         27%         30%         3%         13         15%         17%         2%           Reading         5         Yeager         ES5         SPED         22         6         27%         30%         *	Reading	5		ES 5	LEP Current	40	21	53%	55%	2%	6	15%	17%	2%	*	*	*	*
Reading         5         Yeager         ES5         SPED         22         6         27%         30%         3%         *	Reading	5		ES 5	At-Risk	88	54	61%	63%	2%	24	27%	30%	3%	13	15%	17%	2%
Math         3         Yeager         ES 5         All         114         74         65%         67%         2%         43         38%         40%         2%         21         18%         20%         2%           Math         3         Yeager         ES 5         Hispanic         58         42         72%         74%         2%         22         38%         40%         2%         11         19%         21%         2%	Reading	5		ES 5	SPED	22	6	27%	30%	3%	*	*	*	*	*	*	*	*
Math         3         Yeager         ES 5         Hispanic         58         42         72%         74%         2%         22         38%         40%         2%         11         19%         21%         2%	-						74	65%		2%	43	38%	40%	2%	21	18%	20%	2%
	Math	3		ES 5	Hispanic	58	42	72%	74%	2%	22	38%	40%	2%	11	19%	21%	2%
	Math	3	Yeager	ES 5	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.

					Tested	20 Appro	2023: 2024 Approa Approaches Incremen		accountability	2023: Meets Grade Level		2024 Meets Incremental			23: sters	2024 Masters Incremental	
Content	Gr.	Campus	2023 Cluster	Student Group	2023	Grade Level		Growth Target	% Approaches Growth Needed			Growth Target	% Meets Growth Needed	Grade Level		Growth Target	% Masters Growth Needed
					#	#	%	%		#	%	%		#	%	%	
Math	3	Yeager	ES 5	Asian	7	7	100%	100%	0%	*	*	*	*	*	*	*	*
Math	3	Yeager	ES 5	African Am.	25	8	32%	40%	8%	*	*	*	*	*	*	*	*
Math	3	Yeager	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Yeager	ES 5	White	19	13	68%	70%	2%	12	63%	65%	2%	5	26%	27%	1%
Math	3	Yeager	ES 5	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Yeager	ES 5	Eco. Dis.	78	51	65%	67%	2%	26	33%	35%	2%	11	14%	16%	2%
Math	3	Yeager	ES 5	LEP Current	22	15	68%	70%	2%	5	23%	25%	2%	*	*	*	*
Math	3	Yeager	ES 5	At-Risk	64	39	61%	63%	2%	21	33%	35%	2%	8	13%	15%	2%
Math	3	Yeager	ES 5	SPED	16	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Yeager	ES 5	All	136	85	63%	65%	2%	43	32%	35%	3%	17	13%	15%	2%
Math	4	Yeager	ES 5	Hispanic	74	45	61%	63%	2%	20	27%	30%	3%	6	8%	10%	2%
Math	4	Yeager	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Yeager	ES 5	Asian	6	5	83%	85%	2%	5	83%	85%	2%	*	*	*	*
Math	4	Yeager	ES 5	African Am.	29	15	52%	55%	3%	*	*	*	*	*	*	*	*
Math	4	Yeager	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Yeager	ES 5	White	20	15	75%	77%	2%	11	55%	57%	2%	*	*	*	*
Math	4	Yeager	ES 5	Two or More	7	5	71%	73%	2%	*	*	*	*	*	*	*	*
Math	4	Yeager	ES 5	Eco. Dis.	93	52	56%	60%	4%	21	23%	25%	2%	7	8%	10%	2%
Math	4	Yeager	ES 5	LEP Current	36	22	61%	63%	2%	11	31%	33%	2%	*	*	*	*
Math	4	Yeager	ES 5	At-Risk	88	48	55%	60%	5%	18	20%	22%	2%	6	7%	10%	3%
Math	4	Yeager	ES 5	SPED	11	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Yeager	ES 5	All	129	93	72%	73%	1%	54	42%	44%	2%	17	13%	15%	2%
Math	5	Yeager	ES 5	Hispanic	68	47	69%	71%	2%	24	35%	37%	2%	7	10%	12%	2%
Math	5	Yeager	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Yeager	ES 5	Asian	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Yeager	ES 5	African Am.	34	23	68%	70%	2%	11	32%	34%	2%	*	*	*	*
Math	5	Yeager	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Yeager	ES 5	White	20	17	85%	86%	1%	13	65%	67%	2%	7	35%	37%	2%
Math	5	Yeager	ES 5	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Yeager	ES 5	Eco. Dis.	87	59	68%	70%	2%	28	32%	34%	2%	7	8%	10%	2%
Math	5	Yeager	ES 5	LEP Current	40	23	58%	60%	2%	9	23%	25%	2%	*	*	*	*
Math	5	Yeager	ES 5	At-Risk	88	54	61%	63%	2%	21	24%	26%	2%	7	8%	10%	2%
Math	5	Yeager	ES 5	SPED	22	7	32%	40%	8%	*	*	*	*	*	*	*	*
Science	5	Yeager	ES 5	All	129	81	63%	65%	2%	42	33%	35%	2%	14	11%	13%	2%
Science	5	Yeager	ES 5	Hispanic	68	37	54%	56%	2%	17	25%	27%	2%	6	9%	11%	2%
Science	5	Yeager	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Yeager	ES 5	Asian	3	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Yeager	ES 5	African Am.	34	21	62%	64%	2%	8	24%	26%	2%	*	*	*	*
Science	5	Yeager	ES 5	Pac. Islander	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					Tested	-			2024 Approaches		2023: Meets			2023: Mastar		2024 Masters	
	Gr.	Campus	2023 Cluster	Student Group	2023		e Level	Growth Target	% Approaches Growth Needed		e Level	Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level         2024 Masters Incremental Growth Target         Masters Growth Needed           #         %         %           5         25%         27%         2%           *         *         *         *           5         6%         10%         4%           *         *         *         *           6         7%         10%         3%           *         *         *         *			
					#	#	%	%		#	%	%		#	%	%	
Science	5	Yeager	ES 5	White	20	17	85%	87%	2%	12	60%	62%	2%	5	25%	27%	2%
Science	5	Yeager	ES 5	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Yeager	ES 5	Eco. Dis.	87	49	56%	60%	4%	21	24%	26%	2%	5	6%	10%	4%
Science	5	Yeager	ES 5	LEP Current	40	17	43%	45%	2%	5	13%	15%	2%	*	*	*	*
Science	5	Yeager	ES 5	At-Risk	88	44	50%	52%	2%	16	18%	20%	2%	6	7%	10%	3%
Science	5	Yeager	ES 5	SPED	22	8	36%	40%	4%	*	*	*	*	*	*	*	*

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