

Cypress-Fairbanks Independent School District

Fiest Elementary School

2014-2015 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science

Mission Statement

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global leaders.

Vision

LEAD - Learn. Empower. Achieve. Dream.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	11
Staff Quality, Recruitment, and Retention	13
Curriculum, Instruction, and Assessment	14
Family and Community Involvement	15
School Context and Organization	16
Technology	17
Comprehensive Needs Assessment Data Documentation	18
Goals	19
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.	19
Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.	27
Goal 3: Communications and Community Relations: The district will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents and the community at-large to be involved in our schools.	30
System Safeguard Strategies	31
Title I	32
Schoolwide Program Plan	32
Ten Schoolwide Components	32
Title I Personnel	37
2014-2015 Campus Performance Objective Committee	38
Campus Funding Summary	39
Addendums	43

Comprehensive Needs Assessment

Demographics

Demographics Summary

The staff at Fiest Elementary School include 69 teachers, 23 paraprofessionals, 2 counselors, 1 nurse, 1 librarian and 5 administrators.

The student population as of September 2014 is: 31% Hispanic, 0% American Indian, 11% Asian, 24% African American, 0% Pacific Islander, 31% White, and 3% Multi-Racial. Additionally, the campus serves 0% Bilingual, 12% English as Second Language, 9% Special Education, and 47% economically disadvantaged students.

2013-14 attendance rates include: 96.3% Hispanic, 96.9% African American, 96.3% White, and 96.3% economically disadvantaged.

The most current data indicate the campus has a 15.6% mobility rate.

Source:

-Personnel (campus data)

-Demographics (eSchool)

-Attendance (Cognos AMS)

-Mobility (2014 Accountability Reports)

Demographics Needs

The following needs have been identified and are listed in priority order.

1. Increase attendance rate
2. Focused effort in supporting the rising ED population.
3. Focused effort in supporting the language development of the growing Hispanic and LEP population.
4. Expand the mentor program for students. Utilize both global volunteers and staff to mentor.
5. Improve staff and student attendance.
6. Staff Development for staff to help build skills in building relationships with at-risk or economically disadvantaged students.
7. Expand the data collection system to include more grade-level goal setting and celebration.

Student Achievement

Student Achievement Summary

In the state/federal accountability system safeguard system, Fiest Elementary missed the following system safeguards:

Performance Rates- Federal (79%): Reading (ED)

A campus intervention/leadership team was formed to address these areas. The team members included: Dr. Jeanette Gerault, Mrs. Kim Henderson, Ms. Amy Colletti, Mrs. Wendy Suddendorf, Ms. Kendall McKinney, Mrs. Leslie Cutshall, Mrs. Laurie Russell, Mrs. Meg Robison, Mrs. Stefanie Berger, Mrs. Danna Ferris, Mrs. Shanna Akers.

The team met on the following date(s): Sept. 29, Oct. 3, Oct. 23, Oct 24

A data analysis was conducted and revealed the following:

This year for the 2014 State Accountability Rating, Fiest received Met Standard in all areas Index 1-4. The committee analyzed the TEA Accountability Summary and recognized that the mobility rate had increased from 14.5% the previous year to 15.6%. We had 1 subgroup that increased from 2013 in Reading: AA. In mathematics, our campus recognized 3 subgroups that increased from last year: AA, W, and ED.

While our data clearly shows some areas of improvement, the committee began to see some achievement areas that are still below standard. There were identified academically fragile groups that dropped in percentage passing from last year's data for both math and reading. Our 4th grade writing had significant drops in percentage passing for all student groups with the exception of Hispanic. In Science, the student groups' performance dropped in all target groups other than ELL.

It is evident that there is still work to be done on our campus for all student groups. Our campus did receive 1 Distinction Designation: Academic Achievement in Science.

When looking at the summary report for Index 1 Student Achievement, our data reflects the following:

Reading 3-4-5:

- All - 85%
- African American- 79%
- Hispanic- 80%
- White- 92%

- American Indian- 0%
- Asian- 89%
- Pacific Islander- N/A
- Two or More Races- 100%
- Special Ed.- 71%
- Economically Disadvantaged- 77%
- ELL- 62%

Math 3-4-5:

- All - 85%
- African American- 79%
- Hispanic- 80%
- White- 93%
- American Indian- 0%
- Asian- 93%
- Pacific Islander- N/A
- Two or More Races- 100%
- Special Ed.- 79%
- Economically Disadvantaged- 80%
- ELL- 78%

Writing 4:

- All - 80%
- African American- 79%
- Hispanic- 74%
- White- 87%
- American Indian- N/A
- Asian- 81%
- Two or More Races- 50%
- Special Ed.- 73%
- Economically Disadvantaged- 77%
- ELL- 57%

Science 5:

- All - 87%
- African American- 76%

- Hispanic- 83%
- White- 100%
- American Indian- N/A
- Asian- 89%
- Two or More Races- 100%
- Special Ed.- 86%
- Economically Disadvantaged- 78%
- ELL- 88%

Disaggregation of our student achievement data reveals that for the 2013-2014 school year, our AA, ED, and ELL populations scored lower than other populations with the exception of special education. Although we did meet System Safeguards in all areas except Reading in the target area of ED, needs assessment shows that instruction in the area of specialized instruction with modifications and accommodations, as well as addressing the needs of our African American, ELL, and economically disadvantaged populations, should be a focus. This tends to be a consistent trend in our demographics. Across content areas, our Hispanic and ELL populations fall behind in the writing assessments, possibly due to lack of vocabulary and language acquisition.

Areas of need are addressed in the "Student Achievement Needs" section below.

Strategies to address the needs and missed system safeguards, along with the Critical Success Factors, are denoted in the "Goals" section of the CIP. The strategies are directly related to meeting the performance objectives/targets as outlined in the "goals" section of the CIP. The strategies will be monitored three times a year (November, February, and May).

Student Achievement Strengths

Writing

- Vertical team meetings help to align instruction and expectations from grade to grade

Reading

- Passing rates LEP students in third grade increased to 91%; similar increase in other grade levels
- Increased small group instruction
- Targeted, frequent one on one and small group tutoring
- Use of technology based programs such as Kid Biz and Istation helped to develop comprehension when used with fidelity

Math

- Targeted groupings for intervention improved student performance
- Primary grades K, 1, and 2 provide more hands on learning in math resulting in increased problem solving skills
- PreK 100% passing

Science

- Vertical team meetings are improving cross grade communication
- Consistency in district curriculum format/materials improves performance

Student Achievement Needs

Disaggregation of our student achievement data reveals that for the 2013-2014 school year, our African American population scored lower than other populations with the exception of special education. Although we did meet AYP, needs assessment shows that instruction in the area of specialized instruction with modifications and accommodations, as well as addressing the needs of our African American and economically disadvantaged populations, should be a focus. This tends to be a consistent trend in our demographics. Across content areas, our Hispanic population falls behind in the writing assessments, possibly due to lack of vocabulary and language acquisition. Reading scores for Economically Disadvantaged students fell below federal System Safeguards of 79%. These areas are addressed below.

Writing

- Additional instruction on expository essay writing / staff and students
- Explicit instruction of grammar rules
- Increased use of small strategy group teaching
- Kindergarteners have a need for additional phonetic instruction
- Increase number of students scoring at advanced on STAAR

Reading (A need to align campus expectations to improve student performance in Reading ED to address the missed system safeguard, the following strategies will be implemented)

- Focus preteaching of Kid Biz in order to increase use of program with fidelity.
- Increase focus on expository text in 2nd, 3rd, 4th, and 5th grade
- Increase focus on analyzing persuasive text in 5th grade
- Provide varied strategies for special education and ESL students to help them be successful
- Focused training for primary teachers in Handwriting
- Focused campus training on individual components of Balanced Literacy
- Increase number of students scoring at advanced on STAAR

Math

- Increase the passing rate of the AA and Hispanic populations in all grade levels
- Increase passing rate of ED students in all grades
- Increase algebraic understanding across the grade levels
- Increase small group instruction in the math classrooms, all levels
- Increase the % of kindergarten students orally counting to 100 by EOY
- Increase number of students scoring at advanced on STAAR

Science

- Increase Special Ed and LEP students' success in grade 3, 4, and 5
- Increase number of students scoring at advanced on STAAR
- Increase the number of hands-on Science experiences

School Culture and Climate

School Culture and Climate Strengths

Students are aware of safety drill and procedures to ensure the safety in emergency situations. With the implementation of Positive Behavioral Interventions and Supports (PBIS), students and staff are informed of consistent, common language and expectations to promote a safe learning environment for all students.

Rated 95% or higher by teachers and paras:

-opportunities exist for me to think for myself -quality work is expected of me -information related to my job is accessible -decisions are data driven

Paraprofessionals feel that there is a need for more opportunities for professional growth, opportunities to give input, and collaboration.

Common PBIS language and visuals reinforced throughout the campus

Reduction in the number of Office Referrals from the previous year

A culture of collaboration where staff feel appreciated for the work they do

School Culture and Climate Needs

The areas of need on our campus are continued student awareness of bully free lessons (Project Safety) that help students distinguish between unacceptable behavior and being a bully. Identify grade levels where there are behavioral issues and target them for more intensive interventions through PBIS coaches. collaboration amongst team members and administrative support. Provide programs that focus on increasing parent involvement at our school.

Teachers feel that there is a need for more teacher input and for staff recognition to be built into the school culture.

1. Reduce the number of incidents involving verbal and inappropriate gestures with peers and adults
2. Reduce the number of referrals for inappropriate physical contact with peers
3. Vary appreciation by recognizing staff members according to their own language of appreciation

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- All teachers are Highly Qualified
- Personnel with different strengths are hired through a series of administrative and team interviews
- Fiest serves as an educational learning campus for student teachers
- PTO provides money for teachers to attend staff development
- New teachers/paraprofessionals are assigned a mentor to provide support
- Relevant professional development is offered in our building as needed, such as Explore, technology, etc.
- Paraprofessionals were invited to attend staff development at the campus and district levels

Staff Quality, Recruitment, and Retention Needs

- Explore ways to measure the impact of staff development on student achievement
- Encourage all Language Arts teachers to become ESL certified
- Encourage all teachers to take at least one GT staff development course
- All teachers will be held accountable for yearly training necessary for their teaching assignment such as certifications in GT, ESL
- Teachers will be provided with more training on recognizing needs of students with speech difficulties, autism, and dyslexia, etc.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Strengths

- Acknowledge student effort through "Bring It To Me Tuesday"
- Utilize collaborative horizontal and vertical team alignment through periodic meetings
- Common benchmark assessments and other assessments used to monitor progress throughout the year
- Staff development in lesson design and delivery
- Use technology to support mastery of standards and track data such as Istation, FASTt Math, Brain Pop
- Mega Monitoring data to watch for trends in delivery of instruction
- Flexible regrouping of students

Curriculum, Instruction, and Assessment Needs

- More training and support in the form of coaching
- Increased opportunities to visit model teachers
- Further vertical alignment within our school and at the district level
- Increase consistency of data collection and tracking for students with IEPs
- More training and support in the area of differentiation for students who struggle
- Acknowledgement of student effort and progress

Family and Community Involvement

Family and Community Involvement Strengths

1. Numerous opportunities are provided for parents to volunteer and participate in programs across the campus.
2. Numerous opportunities are provided for parents to attend curriculum/academic nights where they can learn about the curriculum, ways to help their child at home and ask questions. Parents have easy access to reach teachers with questions and concerns.
3. Multiple forums for communication are provided to inform parents ie - newsletter, voice message, texts, email, marque

Family and Community Involvement Needs

1. Explore ways to increase parent participation at curriculum and academic nights/meetings.
2. Communicate more effectively with parents on available additional resources to support student learning at home.
3. Explore other ways to improve home/campus communication through available technology.

School Context and Organization

School Context and Organization Summary

The campus master schedule is reviewed annually by the campus CPOC and Leadership teams with input from their grade levels and specialist teams. Focus is on maximizing instruction time with minimal disruptions on a daily basis. Student learning time is protected with a sense of urgency as our teachers are committed to student success and academic gains. The allocated instructional time per subject content is determined by district recommendations. If students need more time for instruction, teachers provide individualized instruction during independent work time, recess time or AM/PM tutoring. The goals for the campus and the district are linked and aligned as teachers attend professional development and adhere to the scope and sequence. Following assessments, Teachers, Instructional Specialist, Principal and Assistant Principals meet during teachers' planning period and after school per content area to review and analyze student test data. Daily operations such as schedules, routines, communications, and campus-wide discipline techniques reveal that Fiest is a PBIS school with 3Rs expectations posted in classrooms and hallways with a common language across the school. Parent communication is through newsletters, Meet the Teacher, Open House, Curriculum Night and Parent Conferences. Collaboratively, campus groups such as PTO, Faculty/Staff committees, Administration, SIT, Student Council, Self Managers decide how to establish new traditions and are the decision makers when problems occur.

School Context and Organization Strengths

1. Employee perception reflects 90% or higher in most areas
2. Thoughtful and intentional student placement to create optimal learning environments
3. Common PBIS language and expectations as a PBIS school

School Context and Organization Needs

1. Develop a student survey to be implemented to obtain student perceptions
2. Explore ways to increase the number of parents completing survey for parent feedback
3. Strive to involve the community in our campus activities through sponsorship, mentoring and activities that build community and service

Technology

Technology Strengths

- High degree of technology support
- Inclusion of technology applications within district curriculum
- Opportunities exist to develop technology proficiency through staff development and collaboration
- Internet and multi-media applications available in a variety of hardware/software

Technology Needs

- Delay free access to technology equipment and Internet
- Increase response time to difficulties that prevent access to technological applications and equipment
- Increase use of available instructional technology within the classroom
- Increase technology literacy within staff

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local benchmark or common assessments data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Science: By May 2015, increase performance of each student group on STAAR Science by the amounts noted on the attached CIP Data Table.

Summative Evaluation: STAAR Science

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) Students will experience explicit academic and content vocabulary instruction through word walls, anchor charts, graphic organizers, and questioning strategies as demonstrated during professional development. Interactive science notebooks and strategies will be implemented.	1, 2, 3, 4, 9, 10	Teachers, Instructional Specialist, Administrators	Strategies evident through planning meetings, walk through observations, and interactive science notebooks.			
				Funding Sources: 211 - Title 1 - \$1000.00, 199 - General Funds		
2) Teachers will implement Science concepts through work stations and hands-on experiences that specifically address science content using essential questions and content vocabulary.	1, 2, 3, 8, 9, 10	Teachers, Instructional Specialist, Administrators	Planning meetings, walk through observations, classroom observations, and lesson plans.			
				Funding Sources: 211 - Title 1 - \$2000.00, 199 - General Funds		
3) Teachers will present lessons which include students working in groups and the use of academic language throughout the lesson that meet a variety of learning styles. Accountable talk and critical writing using interactive student notebooks will be key components in each lesson.	1, 2, 3, 8, 9	Teachers, Instructional Specialist, Administrators	Strategies evident through planning meetings, walk through observations, and student interactive notebooks.			
				Funding Sources: 211 - Title 1 - \$1000.00, 199 - General Funds		
4) Students will participate in extended learning time during morning/after school tutorials and in-school science camp.	1, 2, 3, 8, 9, 10	Teachers, Instructional Specialist, Administrators	Planning meetings, walk through observations, classroom observations, and lesson plans.			
				Funding Sources: 211 - Title 1 - \$1000.00, 199 - General Funds		
5) Utilize STEM Scopes curriculum support for STAAR review for 5th grade students.	1, 3, 4, 9	Teachers, Instructional Specialist, Administrators	Assessment data			
				Funding Sources: 211 - Title 1 - \$1500.00		
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: Mathematics: By May 2015, increase performance of each student group on STAAR Math by the amounts noted on the attached CIP Data Table.

Summative Evaluation: STAAR Math

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) Students will participate in extended learning time in before, during and after school tutorials and in-school and after-school math camps.	1, 2, 3, 8, 9, 10	Teachers, Instructional Specialist, Math Interventionist, Administrators	District Quizzes, DPM, and STAAR			
Funding Sources: 211 - Title 1 - \$14500.00, 199 - General Funds						
2) Students will participate in lessons that meet a variety of learning styles. Group work, accountable talk, critical writing, interactive notebook and hands-on experiences.	1, 2, 3, 4, 8, 9, 10	Teachers, Instructional Specialist, Administrators	Planning meetings, walk through observations, classroom observations, and lesson plans.			
Funding Sources: 211 - Title 1 - \$2000.00, 199 - General Funds						
3) Teachers will analyze by sub groups and use data to aid students in setting short-term and long-term goals to address specific areas of weaknesses and plan reteach opportunities during and after school.	1, 2, 3, 4, 8, 9	Teachers, Instructional Specialist, Math Interventionist, Administrators	District Quizzes, DPM, and STAAR			
Funding Sources: 211 - Title 1 - \$1000.00, 199 - General Funds						
4) Students will experience explicit academic and content vocabulary instruction through anchor charts, graphic organizers, math interactive notebooks, questioning strategies.	1, 2, 3, 8, 9, 10	Teachers, Instructional Specialist, Math Interventionist, Administrators	District Quizzes, DPM, and STAAR Planning meetings, walk through observations, classroom observations, and lesson plans.			
Funding Sources: 211 - Title 1 - \$1000.00, 199 - General Funds						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: Reading/ELA: By May 2015, increase performance of each student group on STAAR Reading/ELA by the amounts noted on the attached CIP Data Table.

Summative Evaluation: STAAR Reading/ELA

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>System Safeguard Strategies Critical Success Factors CSF 1</p> <p>1) Increase the level of student engagement during Read Aloud with Accountable Talk.</p>	1, 2, 3, 8, 9	Teachers, Instructional Specialist, and Administration	Independent Reading Levels, Checkpoint Data, Benchmark Results, STAAR			
<p>System Safeguard Strategies Critical Success Factors CSF 1 CSF 2</p> <p>2) Students will experience explicit, vertically aligned academic and content vocabulary instruction using anchor charts, questioning strategies, and graphic organizers.</p>	1, 2, 3	Teachers, Instructional Specialist, and Administration	Independent Reading Levels, Checkpoint Data, Benchmark Results, STAAR			
Funding Sources: 211 - Title 1 - \$1000.00, 199 - General Funds						
<p>System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Implement additional Guided Reading Instruction and/or the Read 180 Program for the most Academically Fragile students.</p>	1, 2, 3, 9, 10	Read 180 Teacher Reading Interventionist RLA Instructional Specialist Administrators District Read 180 Coordinator	Increase Reading Levels, Checkpoint Data, Benchmark Results, STAAR			
Funding Sources: State Compensatory Education, 211 - Title 1 - \$29000.00						
<p>System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Participate in before, during, and after school tutoring throughout the year to provide additional reading support to Academically fragile students.</p>	1, 2, 3, 8, 9, 10	Teachers, Instructional Specialist, Reading Interventionist, and Administration	Ind. Reading Levels, Reading Benchmarks, STAAR			
Funding Sources: 211 - Title 1 - \$1000.00, 199 - General Funds						

<p align="center">System Safeguard Strategies</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 7</p> <p>5) Follow Balanced Literacy schedule and use Lucy Calkins and/or district reading units of study.</p>	<p>1, 2, 3, 4, 9, 10</p>	<p>Teachers, ISs and Administrators</p>	<p>Lesson plans and Observations</p>			
<p>Funding Sources: 211 - Title 1 - \$2000.00, 199 - General Funds</p>						
<p align="center">System Safeguard Strategies</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1</p> <p>6) Students will engage daily in sustained reading of independent leveled texts and materials as part of Balanced Literacy instruction.</p>	<p>2, 9</p>	<p>Teachers, ISs, Librarian and Administrators</p>	<p>Lesson plans and Observations</p>			
<p>Funding Sources: 211 - Title 1 - \$3000.00</p>						
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 4: Writing: By May 2015, increase performance of each student group on STAAR Writing by the amounts noted on the attached CIP Data Table.

Summative Evaluation: STAAR Writing

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) Based on analysis of student writing samples, at-risk students will participate in targeted small group writing instruction from the writing teacher.	1, 2, 3, 4, 8, 9	Teachers, Instructional Specialist, and Administration	Writing Benchmarks, STAAR			
2) Coordinate targeted Writing Camps and tutoring throughout the year to provide additional writing support to students.	1, 2, 3, 8, 9, 10	Teachers, Instructional Specialist, and Administration	Writing Benchmarks, STAAR			
Funding Sources: 199 - General Funds, 211 - Title 1 - \$1000.00						
3) Participate in Long Range Planning with 3rd and 4th grade teachers and consultant, Elizabeth Martin to develop targeted lessons based on student needs.	1, 2, 3, 4, 5, 9, 10	Teachers, Instructional Specialist, and Administration	Writing Benchmarks, STAAR, lesson plans			
Funding Sources: 211 - Title 1 - \$4500.00						
4) Storytelling will be used to explain and demonstrate TEKS based communication and listening skills to develop student writing at a high proficiency level.	1, 2, 9	Teachers, Instructional Specialist, and Administration	Writing Benchmarks, STAAR, lesson plans			
Funding Sources: 211 - Title 1 - \$3000.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 5: Cross-Curricular: By May 2015, increase performance of each student group on all STAAR content areas by the amounts noted on the attached CIP Data Tables.

Summative Evaluation: STAAR Scores









Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) The campus will provide supplies/materials/resources to facilitate quality first instruction.	1, 2, 3, 4, 5, 7, 10	Teachers, Instructional Specialist, Administrators	lesson plans, planning meetings, observations			
Funding Sources: 199 - General Funds, 211 - Title 1 - \$15000.00						
System Safeguard Strategies 2) Staff will participate in professional development opportunities to improve student academic, social and emotional well-being.	1, 2, 3, 4, 5, 10	Teachers, Instructional Specialist, Administrators	Lesson plans, Planning meetings, Observations			
Funding Sources: 199 - General Funds, 211 - Title 1 - \$10000.00						
3) Students will have the opportunity to participate in before and after school tutoring.	1, 2, 3, 8, 9, 10	Teachers, Instructional Specialist, Administrators	Assessment results			
Funding Sources: 211 - Title 1 - \$2000.00, 199 - General Funds						
System Safeguard Strategies 4) Teachers will participate in vertical team meetings, long-range planning meetings and data analysis meetings to target instruction for student growth.	1, 2, 4, 5, 8, 9, 10	Teachers, Instructional Specialist, Administrators	Assessment results, Lesson plans, observations			
Funding Sources: 199 - General Funds, 211 - Title 1 - \$2000.00						
5) The campus will provide supplies/materials/resources to facilitate a safe and orderly environment.	1, 10	Teachers, Instructional Specialist, Administrators	Reduce referral to nurse			
Funding Sources: 199 - General Funds, 211 - Title 1 - \$1000.00						
6) Students will have the opportunity to participate in school-wide patriotic and cultural events to enhance the curriculum.	2, 10	Teachers, Instructional Specialist, Administrators	Student/parent involvement and feedback			
Funding Sources: 199 - General Funds, 211 - Title 1 - \$500.00, PTO						

7) Teachers will conference with students individually or in small groups to provide feedback and additional instruction following assessment.	2, 8, 9	Teachers, Instructional Specialists, Administrators	State assessment scores			
Funding Sources: 211 - Title 1 - \$1100.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 6: College and Career Readiness: Create a culture that prepares all students for a full-range of postsecondary options through motivational and experiential college and career experiences.

Summative Evaluation: Offering of college and career activities

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) Implement a College/Career Committee to create school-wide college and career activities throughout the year.	1, 2	Counselors	Activities and feedback from staff and parents			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = 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: Campus Culture: Build a strong and supportive environment, for both academic and personal growth, conducive to student learning.

Summative Evaluation: Surveys

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) Implement the PBIS behavior matrix and continuum across all campus settings for consistency in expectations for all students.	1, 2, 4, 5, 10	Teachers, Administrators, Behavior Interventionist and PBIS committee	Reduction in office referrals/detention;			
Funding Sources: 199 - General Funds, 211 - Title 1 - \$1000.00						
2) Watch D.O.G.S. (Dads of Great Students) program to increase positive male role models and promote a safe school climate.	1, 2, 6, 10	Administration and Teachers	Employee Preception Survey and Watch D.O.G.S. Feedback Survey, Parent survey			
Funding Sources: 199 - General Funds, 211 - Title 1 - \$500.00						
3) Incorporate learning from campus book studies, Love and Logic, Fundamental Five, Seven Simple Secrets in daily interactions with students.	1, 2, 3, 4, 5	Administration and Teachers	Reduction in office referrals/detention			
Funding Sources: 211 - Title 1 - \$2500.00						
4) Staff will participate in professional development opportunities to improve student academic, social and emotional well-being.	1, 2, 3, 4, 5, 6, 8, 9, 10	Administration and Teachers	Reduction in office referrals/detention			
Funding Sources: 199 - General Funds, 211 - Title 1 - \$2000.00						
5) Provide opportunities for parents and students to learn about transitioning into both elementary and middle school.	1, 6, 7	Administration and Teachers	Participation and feedback			
= Accomplished = Considerable = Some Progress = No Progress = 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: Safe and Healthy Environment: Reduce overall discipline referrals by 5% from the previous school year. Provide a coordinated school health and physical activity program in which 100% of the students participate.















Summative Evaluation: District-developed discipline reports, Fitnessgram

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) Coordinated School Health Strategies: Students will participate in CATCH lessons and Fitnessgram.		Physical Education Teachers	Students will make healthy choices and meet fitnessgram goals.			
2) Students will use BBR Skills and PBIS skills on a daily basis to resolve conflict and interact appropriately with one another.	1, 2, 3, 4, 10	Teachers, BI, Administrators	Reduced discipline referrals			
Funding Sources: 199 - General Funds, 211 - Title I - \$500.00						
3) Encourage participation of all staff and students in the Heart Walk		Nurse	Participation in the Heart Walk			
4) Student will participate in Project Safety lessons, classroom guidance/teambuilding lessons monthly and be informed of the tipline system to report safety concerns.		Counselors, Teachers and Administration	Students will report concerns using the Safe2Help tipline system. Office referrals regarding bullying will be reduced.			
5) All staff members will be familiar with campus EOP (Emergency Operating Procedures) and be able to implement the campus plan when necessary.		Staff/Administration	Crisis Drills and Trainings			
6) Staff will be trained on suicide prevention and CPS policies and procedures.		Counselors	Increased student safety			
7) Students will be made aware of Cy-Fair Tipline and how to use it.	10	Counselors, Teachers and Administration	Students will report concerns using the Safe2Help tipline system. Office referrals regarding bullying will be reduced.			
8) Students will participate in CFISD Code of Conduct explanation through PEAM/ homerooms.		APs and teachers	Discipline data			
9) Students and staff will participate in the designated number crisis/safety/fire drills.	10	Administrators	Crisis Drills and Trainings			
10) Address homelessness by ensuring personnel (teachers, counselors, paraprofessionals, administrators) can quickly identify homeless students and provide the necessary services to support student success.	9, 10	Registrar, EASE Counselor	Timely identification and service to homeless students			
= Accomplished = Considerable = Some Progress = No Progress = 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: Attendance/Dropout Prevention: Average daily attendance will be at or above 98% or higher.

Summative Evaluation: Attendance reports

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) Hold conferences with parents of students who have repeated absences that encourage attending school.	1, 6	Teachers, Administration and Staff	Attendance and Grade reports			
2) Call parents when students are absent three or more days to inquire about their absence and answer questions about completing classroom assignments.	1, 6	Teachers, Nurse, Registrar	Attendance reports			
3) Letters are sent home when students miss 10 days and 18 days. Attendance officers will be contacted for truancy issues.	1, 6	Registrar and Administrators	Attendance report will be monitored.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Communications and Community Relations: The district will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents and the community at-large to be involved in our schools.

Performance Objective 1: Parent Involvement and Communication: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Summative Evaluation: Parent participation numbers, parent surveys

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) Parents will be encouraged to be active team members in their child's academic, behavioral, social and emotional development.	1, 2, 6	Teachers, Staff and Administrators	Parent Nights & Events sign-in sheets and parent survey results			
2) Parents will be informed of school-related news and information in a variety of ways. (Key Communicator, Newsletter, School Messenger System, phone calls and emails)	1, 6, 10	Teachers, Staff and Administrators	Parent sign-in sheets and participation in school-wide events and meetings.			
Funding Sources: 211 - Title 1 - \$500.00, 199 - General Funds						
3) Parents give input regarding the Home School Compact and participate in a parent survey to evaluate the Title I program.	1, 6	Teachers, Administrator and Parents	Parent input and survey results			
4) Parents will be provided the opportunity to participate in parenting workshops.	1, 6	Counselors	Parent participation and feedback			
Funding Sources: 211 - Title 1 - \$2500.00						
5) The Fiest community will be invited to attend various events to support the academic, social and emotional well-being of students and families.	1, 6, 10	Teachers, Staff and Administrators and Parents	Community participation and feedback			
Funding Sources: 199 - General Funds, 211 - Title 1 - \$3000.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

System Safeguard Strategies

Goal	Performance Objective	Strategy	Description
1	3	1	Increase the level of student engagement during Read Aloud with Accountable Talk.
1	3	2	Students will experience explicit, vertically aligned academic and content vocabulary instruction using anchor charts, questioning strategies, and graphic organizers.
1	3	3	Implement additional Guided Reading Instruction and/or the Read 180 Program for the most Academically Fragile students.
1	3	4	Participate in before, during, and after school tutoring throughout the year to provide additional reading support to Academically fragile students.
1	3	5	Follow Balanced Literacy schedule and use Lucy Calkins and/or district reading units of study.
1	3	6	Students will engage daily in sustained reading of independent leveled texts and materials as part of Balanced Literacy instruction.
1	5	2	Staff will participate in professional development opportunities to improve student academic, social and emotional well-being.
1	5	4	Teachers will participate in vertical team meetings, long-range planning meetings and data analysis meetings to target instruction for student growth.

Title I

Schoolwide Program Plan

Fiest Elementary has created a schoolwide program that is comprehensive in nature to ensure that we are serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve our goals and maximize the impact of Title I.

The six steps that our campus follows include:

1. Establishing and training our site-based planning team;
2. Clarifying the vision for school reform;
3. Identifying data sources and gathering the data;
4. Analyzing the data;
5. Reporting data findings to the entire site-based planning team and collecting reflections and feedback.

Throughout the schoolwide planning process, administrators and teachers identify student strengths, needs and the interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The site-based planning process is used as a campus organizational strategy to guide program development, implementation, and evaluation. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made on our campus to continually improve the effectiveness of our schoolwide program.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Fiest Elementary has conducted a comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most

impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data and in collaboration with teacher leaders and others. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

2: Schoolwide Reform Strategies

Our schoolwide reform strategies provide opportunities for all children to meet the state's proficient or advanced levels of student performance. These strategies are based on effective means of improving achievement for all students. The following are activities we utilized in this plan:

1. Review program documentation to ensure that all instructional programs/instruction strategies are supported by scientifically-based research. Identify how each activity in our school strengthens the core academic program for all students, particularly low-achieving students.
2. Identify scientifically-based research programs that increase the amount and quality of learning time.
3. Review the master schedule to identify opportunities for extended learning time.
4. Consider how materials are used in the various core areas to maximize student learning.
5. Identify programs within our school that address enriched and accelerated curriculum issues.
6. Disaggregate the data by student populations to determine our program's effectiveness in meeting the needs of all our students.

3: Instruction by highly qualified professional teachers

Instruction by highly qualified professional teachers is an important component of our schoolwide plan. Procedures in use at Fiest Elementary to ensure that instruction is provided by highly qualified teachers include:

1. Provide time for high-quality professional development.
2. Provide an effective mentoring system.
3. Monitor effectiveness of teachers by frequent walk-throughs, observations and data analysis.
4. Provide training and opportunities for collaboration in looking at formative and summative student achievement data.

5. Implement strategies to provide clear lines of communication between teachers and administrators.
6. Employ highly qualified teachers and if not possible, notify parents.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Fiest Elementary utilizes high-quality and ongoing professional development to ensure teachers are equipped to face the challenge of helping students meet the state's academic achievement standards. Procedures include:

1. Coordinate professional development that meet the needs of all principals, teachers, paraprofessionals, parents, and others, as appropriate.
2. Provide opportunities for staff to obtain training in programs and initiatives that are already in place.
3. Provide professional development opportunities for personnel to meet the identified needs of all student populations to increase student performance.
4. Allow teachers to attend professional developments throughout the year on content areas specific to teacher's assignment.
5. Provide time during and after school for collaborative meetings or planning time across grade levels and content areas.

5: Strategies to attract highly qualified teachers

The campus follows district procedures for recruiting and attracting highly qualified teachers.

1. Offer high quality professional development.
2. Provide supplemental materials to increase student achievement and reduce the need for teachers to purchase materials on their own.
3. Celebrate staff and student achievements.

6: Strategies to increase parental involvement

Our campus understands that parental involvement is a major key to students' success.

1. Develop jointly with parents a home-school agreement and written parent involvement policy.

2. Communicate with parents in a language and form they easily understand.
3. Communicate regularly with parents about student achievement and opportunities for parent involvement.
4. Provide professional development on the value of parent involvement, increasing communication with the home and the importance of the contribution of parents.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

The campus recognizes and emphasizes the value of creating a coherent and seamless educational program for at-risk students.

1. Conduct community awareness campaigns and registration days.
2. Provide students and parents information, activities and instructional materials to assist preschool children in their transitions from early childhood programs to the public school.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

In addition to STAAR results, teachers receive current and ongoing assessment data that describe student achievement. The data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The campus provides teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction. Multiple staff are included in the formative review process for our improvement plan. This allows teachers to consistently evaluate the effectiveness of our academic assessments and the overall instructional program.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Our campus will provide effective, timely additional assistance, to insure students' difficulties are identified on a timely basis, and to provide sufficient information upon which to base effective assistance to student who experience difficulties in mastering standards.

1. Use formative and summative assessment data to monitor individual student progress so that interventions and assistance will be effective and timely.
2. Continuously review current student achievement data to monitor and adjust instruction.

10: Coordination and integration of federal, state and local services and programs

As a schoolwide Title 1 campus, we have ability to integrate services and programs with the aim of upgrading our entire educational program and helping all students reach proficient and advanced levels of achievement. In addition, through our improvement planning and budgeting process, we are able to coordinate most Federal, State and local funds in order to maximize the impact of the resources available to carry out the schoolwide Title 1 program for the purpose of increasing student achievement.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	Counselor	Counselor	.5

2014-2015 Campus Performance Objective Committee

Committee Role	Name	Position
Administrator	Dr. Jeanette Gerault	Principal
Administrator	Amy Colletti	AP
Administrator	Wendy Suddendorf	AP
Business Representative	Wes Cutshall	
Business Representative	Trish Woodruff	Cornerstone UMC
Classroom Teacher	Darci Barnes	SpEd
Classroom Teacher	Martha Easterly	PEAM
Classroom Teacher	Latrice Jeffrey	5th Grade
Classroom Teacher	Ellen Johnson	SpEd
Classroom Teacher	Christy Morrison	2nd Grade
Classroom Teacher	Amy Mullen-Baxter	1st grade
Classroom Teacher	Carolyn Nedelkovski	4th Grade
Classroom Teacher	Pam Reynolds	Kinder
Classroom Teacher	Leah Staeb	SpEd
Community Representative	Melinda Hutchins	
Community Representative	Lisa Newberry	
District-level Professional	Celia DeLaPiedra	ESL/Bilingual
Non-classroom Professional	Leslie Cutshall	At-Risk Specialist
Non-classroom Professional	Kim Henderson	IS
Non-classroom Professional	Kendall Mckinney	IS
Non-classroom Professional	Laurie Russell	Behavior Interventionist
Non-classroom Professional	Liz Salazar	Counselor
Non-classroom Professional	Nancy Tryon	Counselor
Paraprofessional	Jessica Calkins	
Parent	Kristie Collins	Parent

Parent	Frances Romero	PTO President
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Campus Funding Summary

199 - General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	4			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	4			\$0.00
1	3	2			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	4	2			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
1	5	5			\$0.00
1	5	6			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	4			\$0.00
2	2	2			\$0.00
3	1	2			\$0.00
3	1	5			\$0.00
Sub-Total					\$0.00
211 - Title 1					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies		\$1,000.00
1	1	2	Materials		\$2,000.00
1	1	4	Staff		\$1,000.00
1	1	5	STEM Scopes Subscription		\$1,500.00
1	2	1	Staff		\$14,500.00
1	2	2	Materials		\$2,000.00
1	2	4	Supplies		\$1,000.00
1	3	2	Supplies		\$1,000.00
1	3	3	Staff		\$29,000.00
1	3	4	Staff		\$1,000.00
1	3	5	Materials		\$2,000.00
1	3	6	Books		\$3,000.00
1	4	2	Staff		\$1,000.00
1	4	3	Consultant Fees, Substitutes		\$4,500.00
1	4	4	Consultant		\$3,000.00
1	5	1	Materials and Supplies		\$15,000.00
1	5	2	Conference Fees, Professional Books		\$10,000.00
1	5	3	Staff, Snacks		\$2,000.00
1	5	4	Substitutes		\$2,000.00
1	5	5	Materials		\$1,000.00
1	5	6	Supplies		\$500.00
1	5	7	Staff		\$1,100.00
2	1	1	Materials		\$1,000.00
2	1	2	Materials		\$500.00
2	1	3	Professional Books		\$2,500.00
2	1	4	Materials, Conference Fees		\$2,000.00
2	2	2	Materials		\$500.00

3	1	2	Postage		\$500.00
3	1	4	Staff, Books, Snacks		\$2,500.00
3	1	5	Consultant Fees		\$3,000.00
Sub-Total					\$111,600.00
PTO					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	6			\$0.00
Sub-Total					\$0.00
State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$0.00
Sub-Total					\$0.00
Grand Total					\$111,600.00

Addendums

CYPRESS-FAIRBANKS ISD

Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional “standard operating procedures.”

Curriculum and Instruction

- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in iXplore, the curriculum management system. iXplore is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions.
- Teacher teams meet weekly (the appropriate number of times) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students’ needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
 - use technology (including but is not limited to online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
 - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
 - develop academic language proficiency through speaking, reading, writing, and listening;
 - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
 - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master’s Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring

- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
 - review of lesson plans;
 - participation in team planning by administrators;
 - participation in data review/data dig sessions; and
 - monitor iXplore use.
- Campus leaders mega-monitor and use the data to coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis

- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

Elementary Content Area Standard Expectations

English Language Arts/Reading

- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule that contains all components.
- Implement writing expectations at each grade level.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-lessons, accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts and allow students to select from among varied genres and reading levels in classroom libraries.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use *Six Traits* language and the District Revising and Editing Invitations to teach writing craft and apply language conventions within the context of writing.
- Use the *Continuum of Literacy Learning* and District and campus data to differentiate literacy instruction using individual conferences and small group guided reading or strategy group instruction.
- Incorporate social studies readings and writing in English language arts/reading classes.

Mathematics

- Model and expect students to use the 4-step Problem Solving Process with all math problems.
- Post and use student-made anchor charts in math classrooms.
- Use FASTT math to assist students with fact fluency.
- Use math manipulatives and provide hands-on experiences to help students develop concept understandings.
- Teach using District suggested best-practice strategies. Do not use "tricks" as they do not provide students with a mathematical explanation or understanding.

Science

- Use hand-on, inquiry-based lessons.
- Use the 5E model to plan inquiry-based lessons which integrate technology applications, science notebook, 21st century skills, and non-fiction reading.

Department of School Improvement and Accountability
 2014-15 CIP Targets

Content	Grade	Campus	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
					2014 #	2014%	2015 Target %	2014 #	2014%	2015 Target %
Math	3	Fiest	All	132	103	78	90	19	14	33
Math	3	Fiest	Hispanic	43	32	74	90	3	7	28
Math	3	Fiest	Am. Indian	*	*	*	*	*	*	*
Math	3	Fiest	Asian	12	11	92	100	4	33	45
Math	3	Fiest	African Am.	25	15	60	90	0	0	23
Math	3	Fiest	Pac. Islander	*	*	*	*	*	*	*
Math	3	Fiest	White	51	45	88	90	12	24	39
Math	3	Fiest	Two or More	*	*	*	*	*	*	*
Math	3	Fiest	Eco. Dis.	53	35	66	90	2	4	26
Math	3	Fiest	LEP Current	11	8	73	90	0	0	23
Math	3	Fiest	LEP M1	7	6	86	90	2	29	43
Math	3	Fiest	LEP M2	*	*	*	*	*	*	*
Math	3	Fiest	SPED	11	7	64	90	1	9	29
Math	4	Fiest	All	169	129	76	90	34	20	37
Math	4	Fiest	Hispanic	43	26	60	90	4	9	29
Math	4	Fiest	Am. Indian	*	*	*	*	*	*	*
Math	4	Fiest	Asian	24	23	96	100	9	38	49
Math	4	Fiest	African Am.	50	36	72	90	8	16	34
Math	4	Fiest	Pac. Islander	*	*	*	*	*	*	*
Math	4	Fiest	White	50	42	84	90	13	26	41
Math	4	Fiest	Two or More	*	*	*	*	*	*	*
Math	4	Fiest	Eco. Dis.	83	57	69	90	8	10	30
Math	4	Fiest	LEP Current	8	6	75	90	0	0	23
Math	4	Fiest	LEP M1	16	12	75	90	4	25	40
Math	4	Fiest	LEP M2	5	5	100	100	1	20	37
Math	4	Fiest	SPED	12	8	67	90	0	0	23
Math	5	Fiest	All	179	152	85	90	49	27	41
Math	5	Fiest	Hispanic	56	44	79	90	9	16	34
Math	5	Fiest	Am. Indian	*	*	*	*	*	*	*
Math	5	Fiest	Asian	19	18	95	100	8	42	51
Math	5	Fiest	African Am.	45	32	71	90	6	13	32
Math	5	Fiest	Pac. Islander	*	*	*	*	*	*	*
Math	5	Fiest	White	57	56	98	100	26	46	54
Math	5	Fiest	Two or More	*	*	*	*	*	*	*
Math	5	Fiest	Eco. Dis.	89	67	75	90	13	15	33
Math	5	Fiest	LEP Current	6	5	83	90	0	0	23
Math	5	Fiest	LEP M1	9	7	78	90	1	11	31
Math	5	Fiest	LEP M2	11	10	91	100	2	18	35
Math	5	Fiest	SPED	11	8	73	90	5	45	53

Department of School Improvement and Accountability
 2014-15 CIP Targets

Content	Grade	Campus	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
					2014 #	2014%	2015 Target %	2014 #	2014%	2015 Target %
Reading	3	Fiest	All	134	103	77	90	18	13	32
Reading	3	Fiest	Hispanic	44	33	75	90	5	11	31
Reading	3	Fiest	Am. Indian	*	*	*	*	*	*	*
Reading	3	Fiest	Asian	14	12	86	90	3	21	37
Reading	3	Fiest	African Am.	25	15	60	90	2	8	29
Reading	3	Fiest	Pac. Islander	*	*	*	*	*	*	*
Reading	3	Fiest	White	50	43	86	90	8	16	34
Reading	3	Fiest	Two or More	*	*	*	*	*	*	*
Reading	3	Fiest	Eco. Dis.	54	36	67	90	5	9	29
Reading	3	Fiest	LEP Current	14	8	57	90	1	7	28
Reading	3	Fiest	LEP M1	7	7	100	100	1	14	33
Reading	3	Fiest	LEP M2	*	*	*	*	*	*	*
Reading	3	Fiest	SPED	10	5	50	90	1	10	30
Reading	4	Fiest	All	171	132	77	90	31	18	35
Reading	4	Fiest	Hispanic	44	29	66	90	4	9	29
Reading	4	Fiest	Am. Indian	*	*	*	*	*	*	*
Reading	4	Fiest	Asian	24	22	92	100	7	29	43
Reading	4	Fiest	African Am.	50	39	78	90	6	12	31
Reading	4	Fiest	Pac. Islander	*	*	*	*	*	*	*
Reading	4	Fiest	White	50	40	80	90	13	26	41
Reading	4	Fiest	Two or More	*	*	*	*	*	*	*
Reading	4	Fiest	Eco. Dis.	82	57	70	90	9	11	31
Reading	4	Fiest	LEP Current	10	4	40	90	0	0	23
Reading	4	Fiest	LEP M1	16	14	88	90	3	19	36
Reading	4	Fiest	LEP M2	5	5	100	100	1	20	37
Reading	4	Fiest	SPED	10	6	60	90	1	10	30
Reading	5	Fiest	All	183	153	84	90	44	24	39
Reading	5	Fiest	Hispanic	59	47	80	90	5	8	29
Reading	5	Fiest	Am. Indian	*	*	*	*	*	*	*
Reading	5	Fiest	Asian	19	17	89	90	6	32	45
Reading	5	Fiest	African Am.	44	31	70	90	8	18	35
Reading	5	Fiest	Pac. Islander	*	*	*	*	*	*	*
Reading	5	Fiest	White	57	56	98	100	25	44	53
Reading	5	Fiest	Two or More	*	*	*	*	*	*	*
Reading	5	Fiest	Eco. Dis.	93	66	71	90	8	9	29
Reading	5	Fiest	LEP Current	11	6	55	90	0	0	23
Reading	5	Fiest	LEP M1	9	9	100	100	0	0	23
Reading	5	Fiest	LEP M2	11	9	82	90	1	9	29
Reading	5	Fiest	SPED	10	7	70	90	4	40	50

Department of School Improvement and Accountability
 2014-15 CIP Targets

Content	Grade	Campus	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
					2014 #	2014%	2015 Target %	2014 #	2014%	2015 Target %
Science	5	Fiest	All	177	153	86	90	39	22	38
Science	5	Fiest	Hispanic	54	44	81	90	7	13	32
Science	5	Fiest	Am. Indian	*	*	*	*	*	*	*
Science	5	Fiest	Asian	19	17	89	90	7	37	48
Science	5	Fiest	African Am.	45	33	73	90	5	11	31
Science	5	Fiest	Pac. Islander	*	*	*	*	*	*	*
Science	5	Fiest	White	57	57	100	100	20	35	47
Science	5	Fiest	Two or More	*	*	*	*	*	*	*
Science	5	Fiest	Eco. Dis.	88	67	76	90	10	11	31
Science	5	Fiest	LEP Current	6	4	67	90	0	0	23
Science	5	Fiest	LEP M1	9	8	89	90	2	22	38
Science	5	Fiest	LEP M2	11	9	82	90	3	27	41
Science	5	Fiest	SPED	11	9	82	90	4	36	47
Writing	4	Fiest	All	172	133	77	90	8	5	27
Writing	4	Fiest	Hispanic	44	32	73	90	1	2	25
Writing	4	Fiest	Am. Indian	*	*	*	*	*	*	*
Writing	4	Fiest	Asian	24	20	83	90	4	17	35
Writing	4	Fiest	African Am.	50	39	78	90	1	2	25
Writing	4	Fiest	Pac. Islander	*	*	*	*	*	*	*
Writing	4	Fiest	White	50	41	82	90	2	4	26
Writing	4	Fiest	Two or More	*	*	*	*	*	*	*
Writing	4	Fiest	Eco. Dis.	84	62	74	90	2	2	25
Writing	4	Fiest	LEP Current	12	6	50	90	0	0	23
Writing	4	Fiest	LEP M1	15	14	93	100	1	7	28
Writing	4	Fiest	LEP M2	5	5	100	100	0	0	23
Writing	4	Fiest	SPED	11	7	64	90	1	9	29