Cypress-Fairbanks Independent School District

Lieder Elementary School

2023-2024

Mission Statement

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

Vision

Lieder Leopards are Better Together!

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SCHOOL PROFILE

Lieder Elementary is a campus in Houston,Texas. Lieder opened its doors in 1977. Lieder is projected to serve 850 students in grades PK-5 during the 2023-2024 school year, which is a decrease from the previous year of 850 students at the end of 2022-2023.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

- 2022-2023 STAAR Data
- 2022-2023 Local Assessment Data (MAP & mClass)
- Mesurable Results Assessment Data
- PBIS & Discipline Data
- PBIS Survey & Evaluation Data
- Title 1 Survey Data
- Employee Perception Data
- Staff Attendance Data
- Student Attendance Data

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 26, 2023 and again on August 21, 2023 to develop and finalize the CNA. The meetings were held in the Lieder Cafeteria at 9:00 AM in May and in the Lieder Library at 1:00 PM in August.

At the first meeting on May 26, 2023, principal, Dinah McMichael and her instructional specialist and testing coordnator, Jesus

Esparza, Miriam Udo, Deborah Schnitzer and Amanda Cargill presented academic progress data based on raw STAAR scores and end of the year MAP assessment scores to the CPOC committee. The committee worked as grade level experts to examine the greatest needs in the areas of Literacy, Math, Science, Staff Recruitment & Retention, Student Social-Emotional Learning, & Parent & Family Involvement. The committee identified the greatest areas of need.

At our August meeting, the 23-24 CPOC committee met in vertical alignment teams and conducted a root cause analysis on each of these areas. Based on the root cause assessment, strategies were created to meet the needs of our greatest needs.

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

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

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

Our first identified priority problem is in the area of student achievement, specifically Through the root cause analysis process, we identified that intrinsic motivation is low as is the use of consistent strategies when applying a fast-paced curriculum where students come in lacking foundational skills.

Our second identified priority problem is in the area of student achievement. Specifically that teachers need to model problem solving strategies and language in planning and vertical meetings to be more aligned for students.

Lastly, our final identified priority problem in the area of student achievement in Science is that students had difficulty connecting 3D explorations to 2D conclusions and need to build foundational skills in critical thinking. We identified this problem based on our 5th grade Science 2022-2023 STAAR test.

Demographics

Demographics Summary

Lieder is a very diverse school. There is a 93% minority enrollment as well as 83% economically disadvantaged, and almost half and half male and female.

Demographics Strengths

Lieder has a great diversity with a strong Latino enrollment at 73%. This opens the door for so many great discussions and experiences and to learn from each other.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Lieder has many students whose families are simply unable to provide all the resources they might need. **Root Cause:** Lieder's demographics show 83% of our students are economically disadvantaged.

Student Achievement

Student Achievement Strengths

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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Students are not making reading and writing progress expected within one year. **Root Cause:** RLA: Intrinsic motivation is low as is the use of consistent strategies when applying a fast-paced curriculum where students come in lacking foundational skills.

Problem Statement 2: Math: Students are not moving to the next performance level on STAAR. **Root Cause:** Math: Teachers need to model problem solving strategies and language in planning and vertical meetings to be more aligned for students.

Problem Statement 3: Science: Students regressed in each performance category on the 2022-2023 STAAR test. **Root Cause:** Science: Students had difficulty connecting 3D explorations to 2D conclusions and need to build foundational skills in critical thinking.

Problem Statement 4: Students are beginning the 2023-24 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 5: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

School Culture and Climate

School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate.

From EPS:

I enjoy my campus and staff/co-workers. I feel supported and encouraged at all times. It has been wonderful working alongside everyone here. When I have questions, I am able to turn to
Admin/team and I get the answers needed. The assistance and support as well.

The leadership at Lieder is strong and great. It is a great working environment. It's all about
growth for our students.

100% of our staff agree that quality work is expected.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: **Root Cause:** Teacher/Paraprofessional Attendance:

Parent and Community Engagement

Parent and Community Engagement Summary

Lieder works hard to engage our families in many different ways at different times of the day to reach as many parents as possible. However, sometimes these efforts are still not reciprocated. A big barrier is the parents' lack of knowledge in how to best support their student at home. We are endeavoring to close that gap this year with our Lieder Parent Academy.

Parent and Community Engagement Strengths

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

Lieder provides the following engagement activities :

-Track or Treat

-Winter Wonderland

-media night

-Leader in Me Leadership days

These activities are provided at a variety of times during the day - some during school and some after school. We do get engagement in our community after school events.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents are often unable to support their child at home causing a divide between the home and school.   **Root Cause:** Parents lack the knowledge of how to specifically support their student at home both academically and socially-emotionally.

Goals

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

Performance Objective 1: Curriculum and Instruction & Accountability: By the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR RLA, Math, and Science

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: In 2023-2024 our ELAR team will communicate vertically to maintain consistent strategies in order to improve student growth and performance. We will communicate once every grading period from August 2023 to May 2024. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables **Staff Responsible for Monitoring:** Principal, ISs, APs	Formative		
	Nov	Feb	May
	50%	85%	100%
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Math: In 2023-2024 our math team will communicate and model problem-solving strategies and language in planning and vertical meetings to be more aligned for students from August to May. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables **Staff Responsible for Monitoring:** Principal, ISs, APs	Formative		
	Nov	Feb	May
	50%	85%	100%
Strategy 3 Details	**Formative Reviews**		
Strategy 3: Science: In 2023-2024 our science team will focus on connecting 3D explorations to 2D conclusions to build foundational skills in critical thinking from August to May. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables **Staff Responsible for Monitoring:** Principal, ISs, APs	Formative		
	Nov	Feb	May
	50%	85%	100%

Strategy 4 Details	Formative Reviews		

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

	Nov	Feb	May
	45%	85%	100%

Strategy 5 Details	Formative Reviews		

Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: targeted intervention of identified groups of students who demonstrate a need for either Reading or Math intervention based on their STAAR scores.
 	
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, APs and Instructional Specialists.
	Formative		

	Nov	Feb	May
	50%	85%	100%

Strategy 6 Details	Formative Reviews		

Strategy 6: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Leader in Me character education and leadership development program, Student Council, after school clubs, football & baseball teams, opportunities to participate in the Superintendent Fun Run with our Lieder Fun Run Club, field trips, and provide service projects to our community.
 	
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, APs, Lighthouse Team
	Formative		

	Nov	Feb	May
	40%	85%	100%

Strategy 7 Details	Formative Reviews		

Strategy 7: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs. Progress will be monitored each 9 weeks through achievement meetings for grades K-5.
 	
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	Feb	May
	50%	85%	100%

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

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

Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19 through extended day activities such as after school tutoring, supplies, snacks, staff development, Busses and Saturday camps.

    Evaluation Data Sources: STAAR and Locally Developed Assessments

    Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Professional Staffing: Core Content Area Specialist in Special Ed will be hired to work with teachers and families of students who meet IDEA criteria to improve their academic performance with after school tutoring along with bus service, supplies, snacks and Saturday camps.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: From the beginning of the year DPM to our Benchmark, students who meet the IDEA criteria will grow in their reading and math scores by at least 5% . **Staff Responsible for Monitoring:** Principal	40%	85%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Development: Building teacher capacity through encouraging CFISD professional development and by collaborating with consultants such as Wendy Mills with Fanklin Covey, Mary Smith, Garland Linkenhoger, and Pete Hall.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: By the Spring 2024 MRA survey, we will show an increase in every descriptor in the areas of leadership, culture and academics by at least 5%. **Staff Responsible for Monitoring:** Principal	50%	85%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: We will increase academic achievement by providing relevant, research based instructional materials for students and staff.	**Formative**		
Strategy's Expected Result/Impact: From the beginning of the year DPM to our Benchmark, students who meet the IDEA criteria will grow in their reading and math scores by at least 5% .	**Nov**	**Feb**	**May**
 TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	N/A	85%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: We will provide additional assistance for student's social-emotional growth through tutoring in reading, math and science and extra-curricular activities such as baseball, football and run club. This will help develop our well-rounded scholars.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Result/Impact From the beginning of the year DPM to our Benchmark, students who meet the IDEA criteria will grow in their reading and math scores by at least 5% . **Staff Responsible for Monitoring:** Teachers **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	N/A	N/A	100%

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

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

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk based on STAAR scores.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	30%	85%	100%
	0% No Progress 　　100% Accomplished 　　→ Continue/Modify 　　✕ Discontinue		

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

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

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

    Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: We will preteach and reteach drill expectations using daily morning meetings.	Formative		
Strategy's Expected Result/Impact: Students will be prepared for drill expectations.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Behavior Interventionist, Teachers	50%	85%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.	Formative		
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Assistant Principal	50%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: We will provide a learning environment contusive to learning through research based flexible seating arrangements in common areas throughout the building.	Formative		
Strategy's Expected Result/Impact: Our discipline referrals will be reduced by 2%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Librarian, campus secretary **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	N/A	N/A	100%

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

    Evaluation Data Sources: Student attendance records

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance system that celebrates our attendance weekly to celebrate incremental growth toward a 95% overall attendance rate through our schoolwide Wildly Important Goal by monitoring weekly monitoring & celebrating growth towards our goal.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	30%	70%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	30%	70%	100%

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline practices.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will continue to proactively teach social skills, coping techniques, and self management strategies in the classroom and in small groups, as well as providing guidance lessons monthly with the counselors in each classroom.
 	
    Strategy's Expected Result/Impact: Violent Incidents will continue to be 0%.
    Staff Responsible for Monitoring: Counselors, Teachers
	Formative		

	Nov	**Feb**	**May**
	50%	85%	100%

Strategy 2 Details	Formative Reviews		

Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. We will explicitly teach social skill lessons through guidance with counselors, CORE essential lessons, daily social skill lessons, schoolwide Leader in Me implementation, our Action Learning Lab, use of flexible furniture and seating arrangements, and with PBIS strategies and celebrations.
 	
    Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.
    Staff Responsible for Monitoring: Principal, Counselors, Behavior Interventionist, Teachers, Paraprofessionals
	Formative		

	Nov	**Feb**	**May**
	50%	85%	100%

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

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

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We have have a teacher appreciation event or celebration for all staff each marking period.	**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** Principal, Principal Secretary	**Nov**	**Feb**	**May**
	30%	90%	100%

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

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.

Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: All staff will be trained by attending Conferences, Stephen Covey's 7 Habits, Four Disciplines of Execution and sustaining our Leader in Me Lighthouse school status.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Staff will implement Leader in Me by teaching the 7 Habits and celebrating wildly important goals with their students. **Staff Responsible for Monitoring:** Leader in Me Lighthouse Leadership Team	30%	100%	100%

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

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

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 5% through, family events, Watch Dog Dads, family nights, Spring festival, community day and parent-teacher conferences.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: We will offer multiple avenues for parent and community involvement through events with snacks provided at least twice a semester on campus, provide a monthly campus newsletter, as well as publish a weekly grade-level newsletter. Send student books home for families to read together.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Lieder's parent and family involvement will increase by 5% based on attendance at family events such as Donuts with Grown Ups, Book Fair Family Night, Track or Treat, Winter Wonderland, reading together and Community Days. **Staff Responsible for Monitoring:** Instructional Specialists, Librarian, Behavior Interventionist, Leader in me Lighthouse Team Members	40%	65%	100%

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

2023-2024 CPOC

Committee Role	Name	Position
District-level Professional	Deanna Hicks	District Curriculum and Instruction
Classroom Teacher	Irene Quiros	3rd - 5th Bilingual Math Interventionist
Classroom Teacher	Pamela Robbins	2nd - 5th ELA Interventionist
Classroom Teacher	Deann Grimes	Special Education
Classroom Teacher	Nilufar Naibi	2nd Grade
Classroom Teacher	Chelsea Walsh	2nd Grade
Classroom Teacher	Marla Reagor-Flores	4th Grade
Classroom Teacher	Sandra Rosales	1st Grade
Paraprofessional #2	Stephanie Hawkins-Vaughn	DMC Coordinator
Paraprofessional #1	Kathryn Gutierrez	Campus Secretary
Business Representative #1	Jessica Lopez	HEB
Parent #2	Tara Chaney	PTO President
Parent #1	Julia Davila	PTO Treasurer
Administrator (LEA) #1	Tamra Besch	Assistant Principal
Other School Leader (Nonteaching Professional) #2	Debi Schnitzer	Special Education Instructional Specialist
Other School Leader (Nonteaching Professional) #1	Amanda Cargill	Testing Coordinator
Teacher #8	Geralyn Hawkins	4th Grade
Teacher #7	Theresa Sweek	Pre-K to 1st ELA and Math Interventionist
Teacher #6	Angela Porter	Art Teacher
Teacher #5	Sarah Meath	Special Education
Teacher #4	Angelica Valle	5th Grade
Teacher #3	Stephen Hudson	Pre-Kindgerarten
Teacher #2	Yarah Hidalgo-Gonzalez	3rd Grade
Teacher #1	Carolyn Bugg	2nd Grade
Principal	Dinah McMichael	Principal

Addendums

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level %	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level %	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level %
Math	3	Lieder	ES 9	All	109	74	68%	73%	63%	43	39%	44%	28%	10	9%	14%	5%
Math	3	Lieder	ES 9	Hispanic	75	52	69%	74%	59%	30	40%	45%	26%	8	11%	16%	*
Math	3	Lieder	ES 9	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Lieder	ES 9	Asian	10	8	80%	85%	100%	*	*	*	*	*	*	*	*
Math	3	Lieder	ES 9	African Am.	15	6	40%	45%	71%	*	*	*	*	*	*	*	*
Math	3	Lieder	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Lieder	ES 9	White	5	5	100%	100%	*	5	100%	100%	*	*	*	*	*
Math	3	Lieder	ES 9	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Lieder	ES 9	Eco. Dis.	94	65	69%	74%	63%	35	37%	42%	27%	7	7%	12%	5%
Math	3	Lieder	ES 9	Emergent Bilingual	50	33	66%	71%	57%	17	34%	39%	25%	*	*	*	*
Math	3	Lieder	ES 9	At-Risk	64	41	64%	69%	55%	23	36%	41%	26%	*	*	*	*
Math	3	Lieder	ES 9	SPED	17	7	41%	46%	64%	*	*	*	*	*	*	*	*
Math	4	Lieder	ES 9	All	126	70	56%	61%	62%	46	37%	42%	31%	22	17%	22%	10%
Math	4	Lieder	ES 9	Hispanic	99	52	53%	58%	63%	36	36%	41%	34%	14	14%	19%	11%
Math	4	Lieder	ES 9	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Lieder	ES 9	Asian	7	5	71%	76%	73%	5	71%	76%	45%	*	*	*	*
Math	4	Lieder	ES 9	African Am.	13	8	62%	67%	44%	*	*	*	*	*	*	*	*
Math	4	Lieder	ES 9	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Lieder	ES 9	White	5	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Lieder	ES 9	Two or More	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Lieder	ES 9	Eco. Dis.	111	57	51%	56%	63%	37	33%	38%	30%	17	15%	20%	9%
Math	4	Lieder	ES 9	Emergent Bilingual	47	20	43%	48%	61%	10	21%	26%	27%	*	*	*	*
Math	4	Lieder	ES 9	At-Risk	96	44	46%	51%	54%	27	28%	33%	25%	13	14%	19%	9%
Math	4	Lieder	ES 9	SPED	8	*	*	*	31%	*	*	*	*	*	*	*	*
Math	5	Lieder	ES 9	All	139	87	63%	68%	55%	41	29%	34%	37%	8	6%	11%	8%
Math	5	Lieder	ES 9	Hispanic	100	55	55%	60%	53%	22	22%	27%	34%	5	5%	10%	5%
Math	5	Lieder	ES 9	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Lieder	ES 9	Asian	10	10	100%	100%	100%	8	80%	85%	86%	*	*	*	*
Math	5	Lieder	ES 9	African Am.	20	14	70%	75%	38%	8	40%	45%	*	*	*	*	*
Math	5	Lieder	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Lieder	ES 9	White	8	7	88%	90%	60%	*	*	*	*	*	*	*	*
Math	5	Lieder	ES 9	Two or More	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Lieder	ES 9	Eco. Dis.	125	75	60%	65%	52%	37	30%	35%	34%	7	6%	11%	7%
Math	5	Lieder	ES 9	Emergent Bilingual	71	36	51%	56%	43%	14	20%	25%	28%	*	*	*	*
Math	5	Lieder	ES 9	At-Risk	108	59	55%	60%	46%	26	24%	29%	29%	5	5%	10%	6%

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					#	#	%	%		#	%	%		#	%	%	
Math	5	Lieder	ES 9	SPED	15	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Lieder	ES 9	All	109	76	70%	75%	69%	40	37%	42%	46%	14	13%	18%	19%
Reading	3	Lieder	ES 9	Hispanic	76	50	66%	71%	67%	28	37%	42%	43%	9	12%	17%	19%
Reading	3	Lieder	ES 9	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Lieder	ES 9	Asian	9	8	89%	91%	83%	5	56%	61%	*	*	*	*	*
Reading	3	Lieder	ES 9	African Am.	15	10	67%	72%	71%	*	*	*	50%	*	*	*	*
Reading	3	Lieder	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Lieder	ES 9	White	5	5	100%	100%	*	*	*	*	*	*	*	*	*
Reading	3	Lieder	ES 9	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Lieder	ES 9	Eco. Dis.	94	64	68%	73%	70%	32	34%	39%	46%	9	10%	15%	19%
Reading	3	Lieder	ES 9	Emergent Bilingual	50	32	64%	69%	61%	14	28%	33%	36%	*	*	*	10%
Reading	3	Lieder	ES 9	At-Risk	64	39	61%	66%	60%	18	28%	33%	37%	6	9%	14%	13%
Reading	3	Lieder	ES 9	SPED	17	6	35%	40%	57%	*	*	*	*	*	*	*	*
Reading	4	Lieder	ES 9	All	125	88	70%	75%	71%	41	33%	38%	39%	19	15%	20%	14%
Reading	4	Lieder	ES 9	Hispanic	98	69	70%	75%	70%	32	33%	38%	34%	12	12%	17%	11%
Reading	4	Lieder	ES 9	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Lieder	ES 9	Asian	7	5	71%	76%	82%	*	*	*	73%	*	*	*	*
Reading	4	Lieder	ES 9	African Am.	13	8	62%	67%	63%	*	*	*	*	*	*	*	*
Reading	4	Lieder	ES 9	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Lieder	ES 9	White	5	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Lieder	ES 9	Two or More	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Lieder	ES 9	Eco. Dis.	110	76	69%	74%	71%	33	30%	35%	36%	15	14%	19%	13%
Reading	4	Lieder	ES 9	Emergent Bilingual	47	25	53%	58%	69%	5	11%	16%	29%	*	*	*	*
Reading	4	Lieder	ES 9	At-Risk	95	61	64%	69%	63%	22	23%	28%	29%	11	12%	17%	8%
Reading	4	Lieder	ES 9	SPED	8	5	63%	68%	*	*	*	*	*	*	*	*	*
Reading	5	Lieder	ES 9	All	137	95	69%	74%	64%	65	47%	52%	37%	24	18%	23%	19%
Reading	5	Lieder	ES 9	Hispanic	98	66	67%	72%	67%	42	43%	48%	38%	16	16%	21%	17%
Reading	5	Lieder	ES 9	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Lieder	ES 9	Asian	10	9	90%	92%	71%	9	90%	92%	71%	*	*	*	71%
Reading	5	Lieder	ES 9	African Am.	20	13	65%	70%	46%	9	45%	50%	*	*	*	*	*
Reading	5	Lieder	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Lieder	ES 9	White	8	6	75%	80%	70%	*	*	*	50%	*	*	*	*
Reading	5	Lieder	ES 9	Two or More	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Lieder	ES 9	Eco. Dis.	123	84	68%	73%	62%	56	46%	51%	36%	22	18%	23%	17%
Reading	5	Lieder	ES 9	Emergent Bilingual	70	43	61%	66%	52%	26	37%	42%	31%	5	7%	12%	15%

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level
Reading	5	Lieder	ES 9	At-Risk	107	70	65%	70%	58%	45	42%	47%	31%	16	15%	20%	15%
Reading	5	Lieder	ES 9	SPED	15	5	33%	38%	38%	*	*	*	*	*	*	*	*
Science	5	Lieder	ES 9	All	137	73	53%	58%	45%	33	24%	29%	18%	6	4%	9%	6%
Science	5	Lieder	ES 9	Hispanic	98	46	47%	52%	43%	16	16%	21%	14%	*	*	*	*
Science	5	Lieder	ES 9	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Lieder	ES 9	Asian	10	8	80%	85%	71%	6	60%	65%	*	*	*	*	*
Science	5	Lieder	ES 9	African Am.	20	12	60%	65%	38%	7	35%	40%	*	*	*	*	*
Science	5	Lieder	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Lieder	ES 9	White	8	6	75%	80%	50%	*	*	*	*	*	*	*	*
Science	5	Lieder	ES 9	Two or More	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Lieder	ES 9	Eco. Dis.	123	65	53%	58%	43%	26	21%	26%	15%	*	*	*	5%
Science	5	Lieder	ES 9	Emergent Bilingual	70	27	39%	44%	34%	6	9%	14%	11%	*	*	*	*
Science	5	Lieder	ES 9	At-Risk	107	54	50%	55%	38%	18	17%	22%	13%	*	*	*	*
Science	5	Lieder	ES 9	SPED	15	*	*	*	*	*	*	*	*	*	*	*	*

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 Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions. Teacher teams, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- Teacher teams meet weekly (the appropriate number of times using Schoology) 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 not limited to Chromebooks, 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 Schoology use.
- Campus leaders gather data, and 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

Literacy (Reading and Writing)
- Maximize instructional time by developing, posting, and consistently following a literacy schedule.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in -lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and the reading and writing block.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
  - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
  - Communicate and share conclusions using digital tools such as Google Suite, Flipgrid, WeVideo etc.
  - Incorporate the use of digital tools such as:
    - Google Suite
    - Scholastic Literacy Pro
    - Scholastic Storyworks (2nd-5th)
    - Boost Reading
    - Amira Suite
    - HMH Suite
    - Library Resources
    - Schoology
  - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
  - Utilize only after explicit and systematic instruction of literacy processes has occurred and not in place of first instruction

Mathematics
- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using ST Math Puzzle Talks, Number Talks, Math Talks, CFISD Fact Fluency Plan, ORIGO Box of Facts, and other content conversation routines.
  - "Procedural fluency refers to knowledge of procedures, knowledge or when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
  - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in digital creation and collaboration
  - Incorporate the use of digital tools such as ST Math, Gizmos, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
  - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
  - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.
  - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

Science

Teachers will develop science-literate students by creating learning opportunities using the 5E Instructional Model (grades 2-5) that engage students in scientific practices that require them to
- Ask questions, identify problems, plan and conduct classroom and field investigations to answer questions according to grade-level TEKS expectations (K-1 = 80% of the time, 2nd-3rd = 60% of the time, 4th-5th = 50% of the time).
- Use a science notebook (grades 2-5) to collect and organize data in simple graphs, tables, maps, and charts.
- Analyze data using math to derive meaning, identify patterns, and discover relationships.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and vocabulary.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and scientific writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in face-to-face and digital collaboration;
  - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
  - Explore simulations (e.g. Explore Learning Gizmos, Interactive textbook, etc.);
  - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc;
  - Communicate and share conclusions using digital tools such as; Google Suite, Flipgrid, WeVideo etc.

Elementary Physical Education/Health (K-5)
- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K- 5)
- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom pitched and unpitched instruments
- Create lessons and utilize activities that develop understanding of the elements of music such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Use 1:1 technology as a resource for self-exploration of topics and careers in music
- Encourage students to connect learning in music with other areas of knowledge such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

Visual Arts (K–5)
- Model and teach artistic thinking – which means prompting curiosity and asking questions to develop ideas.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skills and techniques (not solutions).
- Explore careers associated with visual culture.
- Encourage students to connect learning in art with other areas of knowledge such as math, reading, and social studies.
- Reflect on teaching practices to enhance professional development.
- Utilize the resources available to teachers including the CFISD adopted instructional materials, 1:1 technology, CFISD Benchmarks and CFISD Curriculum Standards.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including the Houston Rodeo School Art Contest, and the Texas Elementary Art Meet (TEAM contest).
- Participate in activities and events that promote school and community involvement, such as campus and districtwide art exhibits.