

Cypress-Fairbanks Independent School District

Yeager Elementary School

2023-2024



Mission Statement

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

Vision

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

Table of Contents

Comprehensive Needs Assessment 4

 Needs Assessment Overview 4

 Student Achievement 7

 School Culture and Climate 8

 Staff Quality, Recruitment, and Retention 9

 Parent and Community Engagement 10

Goals 11

 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. 11

 Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning. 15

 Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics. 18

 Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities. 21

2023-2024 CPOC 22

Addendums 24

Comprehensive Needs Assessment

Revised/Approved: September 26, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

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

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

- Demographics Data
- Behavior Data
- Academic Data

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

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

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

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

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

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

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

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

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

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

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

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

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

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

Student Achievement

Student Achievement Summary

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

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

PBIS reboot to decrease the quantity of students receiving referrals

Designated class meeting time in master schedule

Student Achievement Strengths

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

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

Student growth in Mclass, and independent reading levels.

The quantity of students who received office referrals has decreased.

Problem Statements Identifying Student Achievement Needs

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

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

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

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

School Culture and Climate

School Culture and Climate Strengths

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

Problem Statements Identifying School Culture and Climate Needs

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

Parent and Community Engagement

Parent and Community Engagement Strengths

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

Problem Statements Identifying Parent and Community Engagement Needs

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

Goals










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


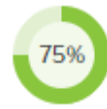



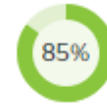
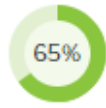






Performance Objective 1: Curriculum and Instruction & Accountability: By the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR RLA, Math, and Science

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: continue to focus on instruction and analyzing data to improve student performance

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









Strategy 4 Details	Formative Reviews		
Strategy 4: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: differentiated small group instruction based on deficit skills and enrichment for students who are performing at or above level. Strategy's Expected Result/Impact: Students will meet or exceed the STAAR targets on the attached data tables. Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal, Academic Achievement Specialist	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Activities during Closing the Gap, monthly wellness activities with the counselors, Flocabulary, Choice Boards, etc. We will offer choir and student leadership opportunities to our fifth graders. Strategy's Expected Result/Impact: Flocabulary- Students will utilize Flocabulary as additional intervention at school and at home to assist in meeting or exceeding instructional targets. Staff Responsible for Monitoring: Instructional Specialists, Counselors, Assistant Principals, Principal, Academic Achievement Specialist	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. As a Title I campus, Yeager will implement the following measures to ensure that students will meet or exceed the STAAR targets on the attached data tables. 1) Employ supplemental staff 2) Employee an Reading Transition Specialist to target our transient student population 3) Pay for Professional Development opportunities for teachers. 4) Engage temporary workers to enhance targeted instruction and tutorials. 5) Provide supplemental classroom supplies and materials. Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal, Academic Achievement Specialist	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to pay for 5 part time reading/math interventionist and to provide funds to send teacher to professional development conferences.

Evaluation Data Sources: STAAR and Locally Developed Assessments








Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Core Content Area Interventionist: Core Content Area Interventionist in Reading and Math will work with students in small groups and as push in and pull out. Strategy's Expected Result/Impact: 85% of 3rd, 4th and 5th grade students will pass STAAR reading and math or demonstrate progress. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Mental Health Supports: Students will be taught the PBIS matrix of S.W.A.R.M. - Safety, Work Hard, Attitude, Respect, and Mindful. Students exhibiting these values will be award Positive Behavior Referrals and will receive a book from the Book Vending Machine Strategy's Expected Result/Impact: Reduction in discipline incidents Staff Responsible for Monitoring: Assistant Principals	Formative		
	Nov	Feb	May
	N/A	N/A	
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>			

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

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

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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

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

- Evaluation Data Sources:** Record of safety drills and other required safety actions
- Summative Evaluation:** Met Objective
- Next Year's Recommendation:** continue to provide Bringing out the Best character lessons

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Lessons on character education will be taught each month, along with anti-victimization lessons from our school counselors through WHO, Bringing out the Best and QuaverEd. Students, staff and community will be aware of Cy-Fair Tipline and understand how to use it. Strategy's Expected Result/Impact: Decrease number of office referrals and reports of bullying. Staff Responsible for Monitoring: Teachers, Assistant Principals, Counselors, PBIS Committee	Formative		
	Nov	Feb	May
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. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Assistant Principal, Principal	Formative		
	Nov	Feb	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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

Performance Objective 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
- Next Year's Recommendation:** continue to provide student attendance incentives

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	<div><div></div></div> 35%	<div><div></div></div> 50%	<div><div></div></div> 95%
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	<div><div></div></div> 20%	<div><div></div></div> 55%	<div><div></div></div> 70%
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>			

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
- Next Year's Recommendation:** PBIS will continue to be utilized

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. Our campus will continue to use and teach Bringing Out The Best and other SEL resources to promote positive behaviors over violence. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Counselors, PBIS Team, Assistant Principals, teachers, staff, Behavior Interventionists	Formative		
	Nov	Feb	May
			
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. Staff will attend training in PBIS and Restorative Practices. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Teachers, PBIS Team, Behavior Interventionists	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

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

Performance Objective 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: Some progress made toward meeting Objective

Next Year's Recommendation: Recognize teachers who have perfect attendance each 9 weeks

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Provide incentives for staff attendance every nine weeks. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	N/A	N/A	N/A
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			




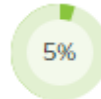


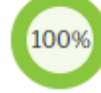
Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.








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

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

Summative Evaluation: Met Objective

Next Year's Recommendation: continue to provide relevant PD for teachers

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

Strategy 4 Details	Formative Reviews		
Strategy 4: All Staff will participate in a Professional Development Book Study on the book Move Your Bus Strategy's Expected Result/Impact: Improved Climate and Culture. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			








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

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 5%.

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

Summative Evaluation: Met Objective

Next Year's Recommendation: provide opportunities for parents to help support the learning at school

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Parents and students will participate in virtual and face-to-face family engagement activities such as : Meet the Teacher Open House Primary Night Field Day VIPS Meetings Winter Wonderland Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Yeager Elementary is promoting family involvement with a individual educational activity to promote literacy and family time. Staff Responsible for Monitoring: Title I Coordinator	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

2023-2024 CPOC

Committee Role	Name	Position
Non-classroom Professional	Tammy Marrero	ELAR Instructional Specialist
Non-classroom Professional	Stevie Margreiter	Primary Instructional Specialist
Non-classroom Professional	Robyn Lagrappe	Diagnostician
Non-classroom Professional	Latosha Martin	Behavior Coach
Non-classroom Professional	Kimmy Pounders	Math Interventionist
Other School Leader (Nonteaching Professional) #4	Christopher Devries	Behavior Coach
Other School Leader (Nonteaching Professional) #3	Ebony Boxley	Counselor
Paraprofessional #2	Edith Perez	Paraprofessional
Paraprofessional #1	Ross Rucker	Paraprofessional
District-level Professional	Jenifer Jones	District Professional
District-level Professional	Irene Ruiz	District Professional
Non-classroom Professional	Kim Phan	Math/Sci. Instructional Specialist
Non-classroom Professional	Dana Herzog	Testing Coordinator
Parent #2	Parent #2	Parent #2
Parent #1	Parent #1	Parent #1
Administrator (LEA) #2	Nicole Barnes	Assistant Principal
Administrator (LEA) #1	Kimberly Cutbirth	Assistant Principal
Other School Leader (Nonteaching Professional) #2	Ashley Kelley	Counselor
Teacher #8	Stephanie Casas	5th Grade
Teacher #8	Melissa Anciso	1st Grade
Teacher #7	Marisa Ochoa	K
Teacher #6	Maddie Munson	3rd Grade
Teacher #5	Lynden Powers	2nd Grade
Teacher #4	Landry Rucker	PEAM
Teacher #3	Heather Beck	2nd grade
Teacher #2	Cecelia Ramirez	PK
Teacher #1	Nicole Connor	4th grade

Committee Role	Name	Position
Principal	Tyler Hart	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: 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
					2023												
					#	#	%	%		#	%	%		#	%	%	
Math	3	Yeager	ES 5	All	114	74	65%	67%	56%	43	38%	40%	24%	21	18%	20%	6%
Math	3	Yeager	ES 5	Hispanic	58	42	72%	74%	51%	22	38%	40%	25%	11	19%	21%	*
Math	3	Yeager	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Yeager	ES 5	Asian	7	7	100%	100%	*	*	*	*	*	*	*	*	*
Math	3	Yeager	ES 5	African Am.	25	8	32%	40%	56%	*	*	*	20%	*	*	*	*
Math	3	Yeager	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Yeager	ES 5	White	19	13	68%	70%	65%	12	63%	65%	*	5	26%	27%	*
Math	3	Yeager	ES 5	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Yeager	ES 5	Eco. Dis.	78	51	65%	67%	52%	26	33%	35%	22%	11	14%	16%	*
Math	3	Yeager	ES 5	Emergent Bilingual	22	15	68%	70%	46%	5	23%	25%	19%	*	*	*	*
Math	3	Yeager	ES 5	At-Risk	64	39	61%	63%	50%	21	33%	35%	21%	8	13%	15%	*
Math	3	Yeager	ES 5	SPED	16	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Yeager	ES 5	All	136	85	63%	65%	53%	43	32%	35%	28%	17	13%	15%	10%
Math	4	Yeager	ES 5	Hispanic	74	45	61%	63%	53%	20	27%	30%	36%	6	8%	10%	11%
Math	4	Yeager	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Yeager	ES 5	Asian	6	5	83%	85%	83%	5	83%	85%	*	*	*	*	*
Math	4	Yeager	ES 5	African Am.	29	15	52%	55%	34%	*	*	*	*	*	*	*	*
Math	4	Yeager	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Yeager	ES 5	White	20	15	75%	77%	77%	11	55%	57%	46%	*	*	*	*
Math	4	Yeager	ES 5	Two or More	7	5	71%	73%	*	*	*	*	*	*	*	*	*
Math	4	Yeager	ES 5	Eco. Dis.	93	52	56%	60%	46%	21	23%	25%	23%	7	8%	10%	8%
Math	4	Yeager	ES 5	Emergent Bilingual	36	22	61%	63%	45%	11	31%	33%	23%	*	*	*	*
Math	4	Yeager	ES 5	At-Risk	88	48	55%	60%	41%	18	20%	22%	20%	6	7%	10%	*
Math	4	Yeager	ES 5	SPED	11	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Yeager	ES 5	All	129	93	72%	73%	70%	54	42%	44%	45%	17	13%	15%	10%
Math	5	Yeager	ES 5	Hispanic	68	47	69%	71%	63%	24	35%	37%	43%	7	10%	12%	13%
Math	5	Yeager	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Yeager	ES 5	Asian	3	*	*	*	100%	*	*	*	*	*	*	*	*
Math	5	Yeager	ES 5	African Am.	34	23	68%	70%	56%	11	32%	34%	34%	*	*	*	*
Math	5	Yeager	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Yeager	ES 5	White	20	17	85%	86%	100%	13	65%	67%	68%	7	35%	37%	*
Math	5	Yeager	ES 5	Two or More	4	*	*	*	89%	*	*	*	*	*	*	*	*
Math	5	Yeager	ES 5	Eco. Dis.	87	59	68%	70%	67%	28	32%	34%	39%	7	8%	10%	7%
Math	5	Yeager	ES 5	Emergent Bilingual	40	23	58%	60%	59%	9	23%	25%	28%	*	*	*	*
Math	5	Yeager	ES 5	At-Risk	88	54	61%	63%	60%	21	24%	26%	30%	7	8%	10%	10%

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: 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
					2023												
					#	#	%	%		#	%	%		#	%	%	
Math	5	Yeager	ES 5	SPED	22	7	32%	40%	37%	*	*	*	*	*	*	*	*
Reading	3	Yeager	ES 5	All	114	80	70%	72%	70%	49	43%	45%	42%	17	15%	17%	13%
Reading	3	Yeager	ES 5	Hispanic	58	43	74%	76%	62%	25	43%	45%	40%	9	16%	18%	11%
Reading	3	Yeager	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Yeager	ES 5	Asian	7	6	86%	88%	*	*	*	*	*	*	*	*	*
Reading	3	Yeager	ES 5	African Am.	25	11	44%	50%	80%	5	20%	22%	56%	*	*	*	*
Reading	3	Yeager	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Yeager	ES 5	White	19	15	79%	82%	76%	11	58%	60%	*	*	*	*	*
Reading	3	Yeager	ES 5	Two or More	5	5	100%	100%	*	*	*	*	*	*	*	*	*
Reading	3	Yeager	ES 5	Eco. Dis.	78	55	71%	73%	70%	31	40%	42%	45%	11	14%	16%	12%
Reading	3	Yeager	ES 5	Emergent Bilingual	22	12	55%	60%	50%	6	27%	30%	31%	*	*	*	*
Reading	3	Yeager	ES 5	At-Risk	64	41	64%	66%	59%	20	31%	33%	29%	8	13%	15%	9%
Reading	3	Yeager	ES 5	SPED	16	5	31%	40%	33%	*	*	*	*	*	*	*	*
Reading	4	Yeager	ES 5	All	136	102	75%	77%	75%	53	39%	41%	42%	23	17%	19%	18%
Reading	4	Yeager	ES 5	Hispanic	74	52	70%	72%	74%	23	31%	33%	43%	8	11%	13%	15%
Reading	4	Yeager	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Yeager	ES 5	Asian	6	6	100%	100%	100%	5	83%	85%	*	*	*	*	*
Reading	4	Yeager	ES 5	African Am.	29	20	69%	71%	66%	10	34%	36%	28%	*	*	*	*
Reading	4	Yeager	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Yeager	ES 5	White	20	18	90%	92%	92%	12	60%	62%	62%	7	35%	37%	46%
Reading	4	Yeager	ES 5	Two or More	7	6	86%	88%	*	*	*	*	*	*	*	*	*
Reading	4	Yeager	ES 5	Eco. Dis.	93	62	67%	69%	71%	29	31%	33%	35%	9	10%	12%	14%
Reading	4	Yeager	ES 5	Emergent Bilingual	36	20	56%	60%	73%	8	22%	24%	27%	5	14%	16%	*
Reading	4	Yeager	ES 5	At-Risk	88	55	63%	65%	70%	25	28%	30%	30%	9	10%	12%	8%
Reading	4	Yeager	ES 5	SPED	11	5	45%	50%	*	*	*	*	*	*	*	*	*
Reading	5	Yeager	ES 5	All	129	94	73%	75%	70%	60	47%	50%	45%	36	28%	30%	22%
Reading	5	Yeager	ES 5	Hispanic	68	44	65%	67%	66%	25	37%	39%	36%	15	22%	24%	20%
Reading	5	Yeager	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Yeager	ES 5	Asian	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Yeager	ES 5	African Am.	34	27	79%	81%	69%	16	47%	49%	38%	9	26%	28%	16%
Reading	5	Yeager	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Yeager	ES 5	White	20	17	85%	87%	79%	13	65%	67%	68%	9	45%	47%	32%
Reading	5	Yeager	ES 5	Two or More	4	*	*	*	78%	*	*	*	67%	*	*	*	*
Reading	5	Yeager	ES 5	Eco. Dis.	87	60	69%	71%	69%	31	36%	38%	40%	15	17%	19%	18%
Reading	5	Yeager	ES 5	Emergent Bilingual	40	21	53%	55%	48%	6	15%	17%	28%	*	*	*	17%

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: 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
					2023												
					#	#	%	%		#	%	%		#	%	%	
Reading	5	Yeager	ES 5	At-Risk	88	54	61%	63%	60%	24	27%	30%	33%	13	15%	17%	16%
Reading	5	Yeager	ES 5	SPED	22	6	27%	30%	37%	*	*	*	32%	*	*	*	*
Science	5	Yeager	ES 5	All	129	81	63%	65%	52%	42	33%	35%	16%	14	11%	13%	6%
Science	5	Yeager	ES 5	Hispanic	68	37	54%	56%	50%	17	25%	27%	11%	6	9%	11%	*
Science	5	Yeager	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Yeager	ES 5	Asian	3	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Yeager	ES 5	African Am.	34	21	62%	64%	41%	8	24%	26%	16%	*	*	*	*
Science	5	Yeager	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Yeager	ES 5	White	20	17	85%	87%	63%	12	60%	62%	32%	5	25%	27%	*
Science	5	Yeager	ES 5	Two or More	4	*	*	*	67%	*	*	*	*	*	*	*	*
Science	5	Yeager	ES 5	Eco. Dis.	87	49	56%	60%	46%	21	24%	26%	12%	5	6%	10%	*
Science	5	Yeager	ES 5	Emergent Bilingual	40	17	43%	45%	38%	5	13%	15%	*	*	*	*	*
Science	5	Yeager	ES 5	At-Risk	88	44	50%	52%	42%	16	18%	20%	11%	6	7%	10%	*
Science	5	Yeager	ES 5	SPED	22	8	36%	40%	37%	*	*	*	*	*	*	*	*

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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	▪ Amira Suite
▪ Scholastic Literacy Pro	▪ HMH Suite
▪ Scholastic Storyworks (2 nd -5 th)	▪ Library Resources
▪ Boost Reading	▪ 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 of 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.