Cypress-Fairbanks Independent School District

Gleason Elementary School

2022-2023

Mission Statement

We will work together to empower students to be 21st century leaders.

Vision

To build a solid foundation that leads to opportunities.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: **EXPLAIN THE PROCESS OF YOUR COMPREHENSIVE NEEDS ASSESSMENT. YOU MUST REFERENCE WHAT YOU DID IN MAY 2022 AND THEN WHAT YOU DID ONCE THE 2022-23 SCHOOL YEAR BEGAN.**

The comprehensive needs assessment was reviewed and/or revised on the following dates: **YOU MUST INCLUDE YOUR MAY CPOC DATE AND THE DATE YOU WORKED ON THE COMPREHENSIVE NEEDS ASSESSMENT AT THE BEGINNING OF THE 2022-23 SCHOOL YEAR.**

In summary, the comprehensive needs assessment denotes the following: **WRITE A BRIEF SUMMARY OF THE MAJOR FINDINGS OF YOUR NEEDS ASSESSMENT.**

The comprehensive needs assessment was used to develop the goals, performance objectives, and strategies in the remainder of this campus improvement plan.

Title I, Part A Schoolwide Program Element 2: Schoolwide Program Plan/Campus Improvement Plan: The campus improvement plan was developed with involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. In Cypress-Fairbanks ISD, the committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC). The list of committee members and their roles are included at the back of the Campus Improvement Plan.

The Campus Performance Objective Council (CPOC) met on **TYPE IN MAY 2022 CPOC MEETING DATE** and **TYPE IN THE 2022-23 BEGINNING OF YEAR MEETING DATE HERE** to develop the CNA and the strategies. Those meetings were held in the **TYPE IN THE LOCATION OF THE MEETINGS** starting at **TYPE IN THE TIME THE MEETINGS BEGAN**. Documentation of the process includes meeting minutes, PowerPoint and/or supporting documents, and sign in sheets. The list of stakeholders involved (including their roles) is included at the back of the Campus Improvement Plan.

During the meetings we: **IN A PARAGRAPH FORM, DENOTE WHAT OCCURRED DURING THE MEETINGS. MAKE SURE TO REFERENCE REVIEW OF DATA AND CONDUCTING THE NEEDS ASSESSMENT. ALSO INCLUDE HOW STRATEGIES WERE DETERMINED.**

Based on feedback from the committee, the campus has the following priorities for the current school year: **LIST TWO OR THREE PRIORITIES BASED ON THE NEEDS ASSESSMENT FOR THIS SCHOOL YEAR. THESE PRIORITIES SHOULD HAVE SPECIFIC STRATEGIES LISTED UNDER GOAL 1, PERFORMANCE OBJECTIVE 1.**

The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

The campus improvement plan is available to the local education agency, parents, and the public, and information contained in the plan is in an understandable and uniform format and, to the extent practicable provided in a language parents can understand. It is written in English and translated into Spanish and other languages based on the following Language Access Plan for Title I Campuses:

In accordance with Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act, this procedure establishes guidelines for providing language accessible services to individuals that are limited English proficient.

All Title I Campuses shall have all written and oral communication services readily available in English and Spanish.

When 25% of a Cypress-Fairbanks ISD Title I campuses home language data shows that the common form of communication is a language other than English or Spanish, the campus will provide the following documents translated to the common language:

- *Registration and Enrollment Forms*
- *Progress Reports*
- *Report Cards*
- *Campus Improvement Plans*
- *School-Parent Compact*
- *Parent Engagement Policy*

Individual campuses may provide other documents translated in a language accessible to their community based upon campus needs. All documents will be translated upon request. Verbal translation in Spanish is available at all Cypress-Fairbanks ISD campuses. The entire Cypress-Fairbanks ISD website, including attachments and links, is translated into Spanish. Other translations may be provided upon request.

The Campus Improvement Plan is made available to parents on the campus website, the district website, and the front office

Title I, Part A Schoolwide Program Element 3: Annual Evaluation of the Schoolwide Program Plan

The third required element of a Title I Schoolwide Program is annually evaluating the schoolwide plan, using data from the State's assessment, or other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest achieving students.

The annual evaluation will occur during CPOC meetings in May using currently available data. Then the evaluation will be reviewed in August in light of STAAR data becoming available in the summer and any needed adjustments will be made at that time.

Student Achievement

Student Achievement Strengths

Based on 2020-21 STAAR data, our students performed at the following levels (all grade levels and content areas combined):

Approaches Performance Level: 70%

Meets Performance Level: 43%

Masters Performance Level: 23%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: The majority of student groups missed their CIP targets as set in the 2020-21 CIP data tables.   **Root Cause:** RLA: We need to support students with guided reading strategies for students reading on or below grade level expectations.

Problem Statement 2: Math: The majority of student groups missed their CIP targets as set in the 2020-21 CIP data tables.   **Root Cause:** Math: e need to teach students to critically read math problems as well as teach specific vocabulary to correctly analyze the problem.

Problem Statement 3: Science: The majority of student groups missed their CIP targets as set in the 2020-21 CIP data tables.   **Root Cause:** Science: We need to teach content specific vocabulary to support reading comprehension.

Problem Statement 4: Students are beginning the 2022-23 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

Gleason has a warm and welcoming environment. Ninety percent of our parents feel welcome at the school. There was an overall decrease in student discipline compared to data in the 18-19 school year. According to our most recent EPS survey, the majority of our staff feel safe at work and staff recognition is built into the school culture.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Not all parents and students attend our instructional events.   **Root Cause:** School Culture and Climate: A focus on getting information out has been limited to School Messenger, marquee and social media. A focus on teachers sending out notification needs to occur.

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. (For example, summarize the campus strengths in regard to professional development and/or teacher/paraprofessional attendance in 2019-20 based on data available before the onset of COVID-19.)

Gleason's data for the past few years shows that we have a high retention and attendance rate. The data shows that when teachers leave the campus they do so to mover closer to home or due to retirement.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: The absent rate for the campus is 4.21%. Except for ten other campuses district wide, Gleason had one of the lowest absent rates in the district. **Root Cause:** Teacher/Paraprofessional Attendance: he need to bring an awareness to the entire staff regarding the reason for and the percentage of absences once a month.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement. (For example, summarize the campus strengths in regard to parent survey data, records of parent attendance at meetings/trainings/student events and/or other related 2019-20 data available before the onset of COVID-19.)

Our goal as a Gleason staff is to include our parents and community in as many school activities as possible. We value our parents and encourage their partnership in their child's education. We are very proud of our active PTO. We communicate through email, electronic newsletters, marquee, Facebook and School Messenger.

We involve the community in school through our adopted business partner, Twin Eagle. We also have several community mentors that volunteer and have worked with our students. Gleason is also fortunate to have Cy-Hope volunteers bring backpacks with food to several of our families.

Our Watch D.O.G.S Program has been very successful in recruiting fathers in the community to spend a day volunteering on our campus.

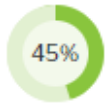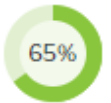**Problem Statements Identifying Parent and Community Engagement Needs**
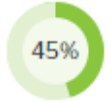
Problem Statement 1: Parent and Community Engagement: Parent involvement needs to look different because of COVID-19.   **Root Cause:** Parent and Community Engagement: We need to continue to communicate with parents in multiple ways.
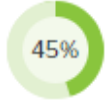
Goals

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 June 2023, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

  Evaluation Data Sources: STAAR Reading, Writing, Math and Science results

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Teachers will plan and deliver guided reading and/or strategy group lessons to: 1. establish fundamental skills necessary for proficient reading 2. identify weaknesses and strengthen specific skills 3. improve attention to detail 4. build fluency 5.. expand vocabulary knowledge 6. develop reading comprehension skills **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers Instructional Specialists Assistant Principals Principal	**Formative**		
	Nov	**Feb**	**May**
	40%	45%	80%

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Teachers will implement small group instruction, purposeful talk, higher level questioning, critical writing and vocabulary strategies along with planning rigorous lessons that are aligned with the TEKS utilizing Lead4ward resources. Teachers will also focus on math fluency daily. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers Instructional Specialists Assistant Principals Principal	**Formative**		
	Nov	**Feb**	**May**
	40%	45%	65%
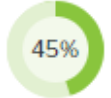
Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Teachers will plan and deliver science instruction that provides students with hands-on experiences, high order thinking questioning, interactive word walls, anchor charts, critical writing opportunities, explicit vocabulary instruction and reading comprehension strategies using Lead4ward resources. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers Instructional Specialist Assistant Principals Principal	**Formative**		
	Nov	**Feb**	**May**
	40%	45%	60%

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**
	50%	60%	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: Teachers will use data to determine what skills students need to be taught or retaught in an effort to recoup for the loss of direct instruction during the spring semester. This will occur during 30 minutes of Tiger Time each day. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers Instructional Specialist Assistant Principals Principal	**Formative**		
	Nov	**Feb**	**May**
	45%	70%	85%

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: Students will be given the opportunity to participate in a variety of before and/or after school clubs. Students will also have an opportunity to participate in the following: -Student Leadership Opportunities -Fine Arts Showcase -Gleason Horizon's Showcase -Choir Programs -District Spelling Bee **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Counselor Librarian Teachers Assistant Principal Principals	**Formative**		
	Nov	**Feb**	**May**
	50%	75%	95%

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. **Strategy's Expected Result/Impact:** Gleason will implement the following measures. 1. Engage added professional staff--a Primary Instructional Specialist, a Math Interventionist, and a Behavior Interventionist. 2. Purchase supplemental instructional materials. **Staff Responsible for Monitoring:** Teachers Instructional Specialists Assistant Principals Principal	**Formative**		
	Nov	**Feb**	**May**
	50%	75%	95%

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.

    Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		

Strategy 1: Summer Learning/Enrichment: Welcome back camp - This camp is designed to help students successfully transition back to the school setting and re-acclimate to peers, staff and the everyday demands of school. Students will learn strategies on how to cope with challenges, manage their stress and practice empathy. This camp will also allow students and teachers an opportunity to begin building relationships prior to the start of the school year. Students in tier 2 and 3 behavior interventions will be invited.
    Strategy's Expected Result/Impact: 1. Students attending the 2022-2023 Welcome Back Camp will have an attendance rate of 98% for the school year.
2. Students attending will have 3-5 fewer office referrals from the previous year.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	Feb	May
	50%	65%	70%

Strategy 2 Details	Formative Reviews		

Strategy 2: Before/After School Program: Tutoring
    Strategy's Expected Result/Impact: By the end of the 2022-2023 school year, students in grades 1-3 who attend after school tutoring will make progress in reading on the MOY and EOY DPM.
By the end of the 2022-2023 school year, students in grades 4-5 will increase their STAAR score by 5% points.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	Feb	May
	30%	55%	70%

Strategy 3 Details	Formative Reviews		

Strategy 3: Professional Staffing: Core content area interventionist (math)
    Strategy's Expected Result/Impact: By the end of the 2022-2023 school year, 3rd-5th Grade Math STAAR scores will increase by at least 5 percentage points compared to our 2021-2022 results.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	Feb	May
	30%	45%	70%

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

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education (SCE): Provide supplementary support to students identified as at-risk.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	40%	70%	80%
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 2022-23 school year, 100% of the district's safety policies will be implemented.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: 100% of staff and students will implement and follow all Lead Safely guidelines and protocols.	Formative		
Strategy's Expected Result/Impact: Increased time in class for students and teachers **Staff Responsible for Monitoring:** Principal, Nurse, Assistant Principals, Teachers	Nov	Feb	May
	50%	75%	75%

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, 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
	50%	75%	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 2022-23 school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details			Formative Reviews		
Strategy 1: Student Attendance: Teachers will work as a team to track absences and early exits from the instructional day.			**Formative**		
Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97%.			**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Teachers			40%	50%	70%
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: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by25%.

    Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		

Strategy 1: Restorative Discipline: Staff will be trained on the use of Conscious Discipline and techniques and Sanford Harmony program to reduce the number of office referrals and increase time spent on instruction. A discipline continuum will be followed for level I and II behaviors. The AP's will use a student behavior log which involves the parent prior to writing an office referral for level I and level II violations. The campus will continue with district Project Safety lessons (including Tip line reporting procedures), counselor guidance lessons, PBIS, and conduct daily class meetings.
 	
Code of Conduct talks will be held within first 2 weeks of school and in spring semester. The principal will meet with the entire student body once a month.
 	
Monthly monitoring, feedback and updates will be provided by the PBIS committee.
    Strategy's Expected Result/Impact: Discipline referrals will be decreased by 5%.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	**Feb**	**May**
	50%	65%	85%

Strategy 2 Details	Formative Reviews		

Strategy 2: Out of School Suspensions: The campus will implement a discipline continuum with required steps to implement prior to suspension for most behaviors/incidents.
    Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will continue to be 3%.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	**Feb**	**May**
	45%	55%	55%

Strategy 3 Details	Formative Reviews		

Strategy 3: Out of School Suspensions: The campus will implement a discipline continuum with required steps to implement prior to suspension for most behaviors/incidents.
    Strategy's Expected Result/Impact: Out of school suspensions will continue to be 0%.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	**Feb**	**May**
	40%	40%	55%

Strategy 4 Details	Formative Reviews		
Strategy 4: Special Opportunity School (SOS) Placements: The campus will implement various programs and strategies mentioned above, discipline continuum will be followed, along with creating individual behavior plans (with parent involvement) to support students with the goal to prevent students placed at SOS.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%. **Staff Responsible for Monitoring:** Principal	50%	75%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Violence Prevention: Work as a team to provide a variety of programs and learning opportunities for our students in order to strengthen positive relationships.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal	50%	75%	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 2022-23 school year, teacher/paraprofessional attendance will increase by 1%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details			Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Teachers will be recognized for perfect attendance each month.			**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.			**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal			20%	35%	60%
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 2022-23 school year, 100% of teachers will receive job targeted professional development based on identified needs.
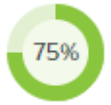
Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Use CF-TESS process to determine each teacher's individual professional development needs. Work to provide the needed professional development.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students will meet or exceed the targets set on the attached CIP data table. **Staff Responsible for Monitoring:** Principal	50%	75%	85%
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 2022-23 school year, parent and family engagement will increase by 2%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Consistent communication will be provided to the families and community through Twitter, Facebook, Remind, Instagram, parent newsletters, Smore, and the Gleason website.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. **Staff Responsible for Monitoring:** Principal	50%	75%	85%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

2022-2023 CPOC

Committee Role	Name	Position
Principal	Christine Melancon	Principal
Administrator	Kari Thompson	Assistant Principal
Administrator	Nicole Bergman	Assistant Principal
Non-classroom Professional	Amanda Crume	Instructional Specialist
Non-classroom Professional	Megan Dunn	Instructional Specialist
Non-classroom Professional	Caroline Trahan	Instructional Specialist
Classroom Teacher	Elsy Rios	Teacher
Classroom Teacher	Meredith Fenley	Teacher
Classroom Teacher	Chevone McKinney	Teacher
Classroom Teacher	Kailee Rogers	Teacher
Classroom Teacher	Carolyn Luna	Teacher
Classroom Teacher	Vi Nguyen	Teacher
Classroom Teacher	Carole Smith	Teacher
District-level Professional	Adraiana Price	Administrator (LEA) #1
Parent	Bree Murphy	Parent
Community Representative	Tim Ramponi	Community Resident
Business Representative	Jason Culpepper	Business Representative #1
Paraprofessional	Praneeta Sisco	Paraprofessional
Classroom Teacher	Kim Nguyen	Teacher
Classroom Teacher	Robin Newman	Teacher

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	Student Group	Tested 2022 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Math	3	Gleason	All	128	86	67%	85%	71%	49	38%	43%	43%	20	16%	30%	17%
Math	3	Gleason	Hispanic	64	42	66%	75%	65%	19	30%	35%	34%	6	9%	15%	9%
Math	3	Gleason	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Gleason	Asian	21	18	86%	90%	100%	12	57%	62%	69%	6	29%	35%	54%
Math	3	Gleason	African Am.	18	7	39%	45%	42%	2	11%	16%	*	1	6%	17%	*
Math	3	Gleason	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Gleason	White	17	13	76%	85%	96%	11	65%	70%	70%	6	35%	58%	33%
Math	3	Gleason	Two or More	7	5	71%	74%	*	5	71%	76%	*	1	14%	29%	*
Math	3	Gleason	Eco. Dis.	83	49	59%	69%	60%	16	19%	24%	31%	2	2%	12%	13%
Math	3	Gleason	Emergent Bilingual	32	16	50%	65%	65%	4	13%	18%	20%	1	3%	10%	*
Math	3	Gleason	At-Risk	92	53	58%	70%	61%	23	25%	30%	22%	7	8%	11%	6%
Math	3	Gleason	SPED	17	3	18%	25%	35%	0	0%	10%	*	0	0%	12%	*
Math	4	Gleason	All	141	112	79%	85%	76%	82	58%	63%	50%	47	33%	38%	25%
Math	4	Gleason	Hispanic	74	56	76%	85%	76%	36	49%	54%	45%	16	22%	25%	15%
Math	4	Gleason	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Gleason	Asian	26	26	100%	100%	94%	24	92%	95%	78%	13	50%	53%	56%
Math	4	Gleason	African Am.	16	8	50%	60%	56%	6	38%	40%	*	4	25%	28%	*
Math	4	Gleason	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Gleason	White	19	18	95%	97%	72%	15	79%	82%	67%	13	68%	71%	33%
Math	4	Gleason	Two or More	6	4	67%	75%	86%	1	17%	70%	*	1	17%	22%	*
Math	4	Gleason	Eco. Dis.	84	58	69%	75%	70%	40	48%	53%	34%	18	21%	25%	16%
Math	4	Gleason	Emergent Bilingual	39	31	79%	84%	78%	19	49%	54%	38%	8	21%	25%	22%
Math	4	Gleason	At-Risk	92	67	73%	80%	67%	47	51%	56%	36%	24	26%	30%	16%
Math	4	Gleason	SPED	16	9	56%	60%	50%	7	44%	49%	*	4	25%	29%	*
Math	5	Gleason	All	167	132	79%	85%	80%	97	58%	63%	52%	57	34%	38%	15%
Math	5	Gleason	Hispanic	77	58	75%	85%	75%	35	45%	50%	43%	16	21%	27%	*
Math	5	Gleason	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Gleason	Asian	21	21	100%	100%	100%	19	90%	95%	83%	12	57%	60%	29%
Math	5	Gleason	African Am.	30	17	57%	65%	60%	13	43%	48%	*	7	23%	31%	*
Math	5	Gleason	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Gleason	White	32	31	97%	100%	94%	27	84%	89%	83%	19	59%	68%	44%
Math	5	Gleason	Two or More	6	4	67%	72%	64%	3	50%	55%	*	3	50%	55%	*
Math	5	Gleason	Eco. Dis.	101	72	71%	74%	75%	46	46%	51%	43%	26	26%	30%	7%
Math	5	Gleason	Emergent Bilingual	31	23	74%	82%	78%	11	35%	40%	57%	3	10%	21%	*
Math	5	Gleason	At-Risk	100	70	70%	76%	75%	42	42%	47%	43%	21	21%	26%	7%
Math	5	Gleason	SPED	17	5	29%	56%	74%	3	18%	23%	32%	2	12%	25%	*
Reading	3	Gleason	All	128	96	75%	85%	74%	74	58%	63%	53%	41	32%	40%	21%
Reading	3	Gleason	Hispanic	64	48	75%	85%	70%	37	58%	63%	46%	16	25%	30%	10%
Reading	3	Gleason	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Gleason	Asian	21	18	86%	90%	92%	16	76%	81%	77%	9	43%	48%	54%
Reading	3	Gleason	African Am.	18	9	50%	55%	58%	4	22%	27%	*	2	11%	16%	*
Reading	3	Gleason	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*

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	Student Group	Tested 2022 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Reading	3	Gleason	White	17	15	88%	93%	93%	12	71%	76%	78%	9	53%	58%	48%
Reading	3	Gleason	Two or More	7	6	86%	91%	*	5	71%	76%	*	5	71%	75%	*
Reading	3	Gleason	Eco. Dis.	83	55	66%	71%	65%	39	47%	52%	41%	11	13%	20%	14%
Reading	3	Gleason	Emergent Bilingual	32	17	53%	58%	69%	10	31%	36%	35%	3	9%	12%	*
Reading	3	Gleason	At-Risk	92	63	68%	73%	63%	42	46%	52%	34%	17	18%	22%	9%
Reading	3	Gleason	SPED	17	5	29%	34%	30%	1	6%	11%	*	0	0%	12%	*
Reading	4	Gleason	All	141	123	87%	90%	80%	89	63%	66%	50%	58	41%	44%	22%
Reading	4	Gleason	Hispanic	74	63	85%	88%	76%	42	57%	63%	38%	29	39%	42%	16%
Reading	4	Gleason	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Gleason	Asian	26	26	100%	100%	94%	20	77%	81%	67%	11	42%	48%	33%
Reading	4	Gleason	African Am.	16	11	69%	72%	69%	7	44%	47%	44%	2	13%	28%	*
Reading	4	Gleason	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Gleason	White	19	18	95%	98%	89%	16	84%	87%	78%	14	74%	77%	33%
Reading	4	Gleason	Two or More	6	5	83%	86%	71%	4	67%	76%	*	2	33%	71%	*
Reading	4	Gleason	Eco. Dis.	84	68	81%	84%	72%	44	52%	55%	33%	27	32%	35%	11%
Reading	4	Gleason	Emergent Bilingual	39	34	87%	90%	67%	17	44%	47%	21%	12	31%	35%	*
Reading	4	Gleason	At-Risk	92	76	83%	86%	71%	49	53%	63%	30%	29	32%	35%	12%
Reading	4	Gleason	SPED	16	11	69%	72%	42%	3	19%	22%	*	1	6%	12%	*
Reading	5	Gleason	All	167	141	84%	90%	87%	107	64%	68%	57%	80	48%	52%	30%
Reading	5	Gleason	Hispanic	77	60	78%	85%	84%	39	51%	57%	51%	28	36%	42%	24%
Reading	5	Gleason	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Gleason	Asian	21	21	100%	100%	96%	20	95%	98%	83%	12	57%	60%	54%
Reading	5	Gleason	African Am.	30	23	77%	80%	80%	16	53%	56%	40%	14	47%	50%	*
Reading	5	Gleason	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Gleason	White	32	31	97%	100%	94%	28	88%	92%	67%	24	75%	80%	50%
Reading	5	Gleason	Two or More	6	5	83%	88%	82%	3	50%	67%	45%	2	33%	4000%	*
Reading	5	Gleason	Eco. Dis.	101	78	77%	86%	85%	54	53%	57%	52%	38	38%	40%	22%
Reading	5	Gleason	Emergent Bilingual	31	23	74%	87%	87%	12	39%	49%	45%	7	23%	35%	21%
Reading	5	Gleason	At-Risk	100	76	76%	83%	81%	47	47%	55%	49%	28	28%	31%	22%
Reading	5	Gleason	SPED	17	4	24%	69%	58%	2	12%	24%	*	0	0%	10%	*
Science	5	Gleason	All	166	119	72%	80%	65%	75	45%	50%	36%	26	16%	25%	15%
Science	5	Gleason	Hispanic	76	44	58%	64%	57%	24	32%	37%	25%	5	7%	15%	*
Science	5	Gleason	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Gleason	Asian	21	21	100%	100%	92%	16	76%	81%	54%	7	33%	40%	29%
Science	5	Gleason	African Am.	30	17	57%	62%	47%	5	17%	22%	*	1	3%	10%	*
Science	5	Gleason	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Gleason	White	32	31	97%	100%	89%	28	88%	93%	56%	11	34%	40%	28%
Science	5	Gleason	Two or More	6	5	83%	88%	45%	2	33%	38%	45%	2	33%	38%	*
Science	5	Gleason	Eco. Dis.	100	60	60%	70%	59%	27	27%	32%	29%	7	7%	20%	8%
Science	5	Gleason	Emergent Bilingual	30	14	47%	52%	50%	8	27%	32%	21%	1	3%	10%	*
Science	5	Gleason	At-Risk	99	58	59%	64%	52%	27	27%	32%	24%	6	6%	15%	8%
Science	5	Gleason	SPED	17	6	35%	40%	47%	3	18%	23%	26%	0	0%	10%	*

Early Childhood Literacy Board Outcome Goal

	GLEASON	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	**All**							
	Target and Actual Rate	52%	53%	54%	60%	56%	59%	62%
	Total Number Meets or Higher		67		72			
	Total Number Tested		126		121			
	Points away from or above target		+1		+6			
	Difference from Prior Year				+7			
	Growth from Prior Year				13%			
	Hispanic							
	Target and Actual Rate	36%	43%	38%	59%	40%	43%	46%
	Total Number Meets or Higher		30		36			
	Total Number Tested		70		61			
	Points away from or above target		+7		+21			
	Difference from Prior Year				+16			
	Growth from Prior Year				37%			
	Eco. Disadv.							
	Target and Actual Rate	39%	41%	41%	49%	43%	46%	49%
	Total Number Meets or Higher		32		37			
	Total Number Tested		78		76			
	Points away from or above target		+2		+8			
	Difference from Prior Year				+8			
	Growth from Prior Year				20%			
	EL (Current & Monitored)							
	Target and Actual Rate	46%	49%	48%	52%	50%	53%	56%
	Total Number Meets or Higher		32		24			
	Total Number Tested		65		46			
	Points away from or above target		+3		+4			
	Difference from Prior Year				+3			
	Growth from Prior Year				6%			
	Cont. Enrolled							
	Target and Actual Rate	55%	52%	57%	66%	59%	62%	65%
	Total Number Meets or Higher		56		62			
	Total Number Tested		107		94			
	Points away from or above target		-3		+9			
	Difference from Prior Year				+14			
	Growth from Prior Year				27%			
	Non-Cont. Enrolled							
	Target and Actual Rate	41%	58%	43%	37%	45%	48%	51%
	Total Number Meets or Higher		11		10			
	Total Number Tested		19		27			
	Points away from or above target		+17		-6			
	Difference from Prior Year				-21			
	Growth from Prior Year				-36%			

Early Childhood Math Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

Math		GLEASON	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
	All	Target and Actual Rate	56%	39%	58%	40%	60%	63%	66%
		Total Number Meets or Higher		49		49			
		Total Number Tested		126		121			
		Points away from or above target		-17		-18			
		Difference from Prior Year				+1			
		Growth from Prior Year				3%			
	Hispanic	Target and Actual Rate	41%	27%	43%	31%	45%	48%	51%
		Total Number Meets or Higher		19		19			
		Total Number Tested		70		61			
		Points away from or above target		-14		-12			
		Difference from Prior Year				+4			
		Growth from Prior Year				15%			
	Eco. Disadv.	Target and Actual Rate	43%	31%	45%	21%	47%	50%	53%
		Total Number Meets or Higher		24		16			
		Total Number Tested		78		76			
		Points away from or above target		-12		-24			
		Difference from Prior Year				-10			
		Growth from Prior Year				-32%			
	EL (Current & Monitored)	Target and Actual Rate	51%	35%	53%	28%	55%	58%	61%
		Total Number Meets or Higher		23		13			
		Total Number Tested		65		46			
		Points away from or above target		-16		-25			
		Difference from Prior Year				-7			
		Growth from Prior Year				-20%			
	Cont. Enrolled	Target and Actual Rate	59%	40%	61%	45%	63%	66%	69%
		Total Number Meets or Higher		43		42			
		Total Number Tested		107		94			
		Points away from or above target		-19		-16			
		Difference from Prior Year				+5			
		Growth from Prior Year				13%			
	Non-Cont. Enrolled	Target and Actual Rate	44%	32%	46%	26%	48%	51%	54%
		Total Number Meets or Higher		6		7			
		Total Number Tested		19		27			
		Points away from or above target		-12		-20			
		Difference from Prior Year				-6			
		Growth from Prior Year				-19%			

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 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 is not limited to online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
    - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
    - develop academic language proficiency through speaking, reading, writing, and listening;
    - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
    - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master's Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring
- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
    - review of lesson plans;
    - participation in team planning by administrators;
    - participation in data review/data dig sessions; and
    - monitor 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 balanced literacy schedule that contains all components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-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 from among varied genres and reading levels 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 the *Continuum of Literacy Learning* and 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 reading and writing workshop.
- 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)
        - Amplify 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
    - Utilized 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 Number Talks, Math Talks, CFISD Fact Fluency Plan, 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 the rule of thumb of a weekly average use of the following:
        - 55% paper resource, 35% digital resource, 10% flex
    - 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 the resources available to teachers including the CFISD Elementary PE Required Skills Units; Focused Fitness resources (digital); SPARK (digital); CATCH materials; and, Health Curriculum Videos.
- 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 rhythm and Orff 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 the resources available to teachers, including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards
- 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.
- 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.