

# **Cypress-Fairbanks Independent School District**

## **Copeland Elementary School**

**2022-2023**



# Mission Statement

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

## Vision

LEAD - Learn. Empower. Achieve. Dream.

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

# Student Achievement

## Student Achievement Strengths

Math Strengths:

3rd graders overall scored above district level

Our Asian and White sub pops are performing strong in 3, 4, 5

Our SPED students met the target in Math

R/LA Strengths

4th LEP performed well above district in Reading

3rd ED and Hispanic performed above district in Reading

SPED performed above district in Reading

4th White masters well above district in Reading

4th AA was well above district in Writing

4th Meets and Masters white was well above district in Writing

Science Strengths

Hispanic, AA and ED performed above district in Science

LEP and White sub pops performed above district in Meets

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** RLA: There is a need to increase student growth specifically targeting our Economically Disadvantaged, White, and African American sub populations in Reading. **Root Cause:** RLA: Lack of targeted instruction, specifically in vocabulary, inferring, and complex questioning, resulting in academic gaps.

**Problem Statement 2:** Math: There is a need to increase performance levels at all levels for Economically Disadvantaged, African American, White, Hispanic, English Language learners, continuously enrolled and non-continuously enrolled to Meets levels. **Root Cause:** Math: Lack of targeted instruction resulting in academic gaps.

**Problem Statement 3:** Science: There is a need to increase student growth specifically targeting our Economically Disadvantaged and Special Education sub populations in Meets

and Masters. **Root Cause:** Science: There is a lack of targeted instruction in how to apply academic vocabulary in Science.

**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.

## School Culture and Climate

### School Culture and Climate Strengths

According to our EPS survey, we had all staff agree with the 15 statements at 95% or above. We have a very healthy school culture.

96% of our staff report that they feel safe at school due to increased security upgrades.

Our in-school suspensions decreased throughout the school year as our staff is becoming more proficient in implementation of PBIS strategies and restorative practices.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** School Culture and Climate: There is a need to decrease discipline referrals. **Root Cause:** School Culture and Climate: We are still working to get staff and student buy in for PBIS and to increase understanding of changing demographics and how we should respond when disciplining students.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Strengths

Our campus is a desirable place to work because of our reputation for teamwork and collaboration at all levels. We have a very healthy culture of support among staff.

We retained almost all teachers from 2020-2021 to 2021-2022 (only two retirements). Our staff is highly qualified.

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Staff absences were on track last year to be almost equal to the year before. **Root Cause:** Teacher/Paraprofessional Attendance: We need to continue to work with staff on the importance of being in the classroom all day unless medical reasons necessitate otherwise.

## Parent and Community Engagement

### Parent and Community Engagement Strengths

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

99% of parents feel Copeland projects a friendly, professional image

90% of our families believe that our school's discipline plan provides an atmosphere conducive to learning

93% believe that their child knows they can go to a school staff member for help

94% believe that their child was successful at Copeland this past year

97% of families who participated in our survey attend school events

### Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Community Engagement: We have to work to re-engage our families now that we can welcome visitors back to our campus. **Root Cause:** Parent and Community Engagement: COVID-19 safety precautions have made it necessary to severely limit visitors to our campus.



# 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

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** We are still waiting on STAAR data to see if we met the targets on our CIP data table.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: RLA:</b> Our staff will continue to deliver systematic phonics and spelling instruction in order to increase all students' reading and writing ability. Data will be used consistently to drive instruction and reteaching efforts for academic growth in small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target table.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, IS, teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Math:</b> Staff will implement number talks and small group instruction across all grade levels. Staff will also implement ST Math software.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, IS, teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Science:</b> We will use sentence stems to support student use of academic vocabulary in Science. We will also use interactive word walls in Science. Flocabulary will be used for academic vocabulary enrichment.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, IS, teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 25 minutes of targeted instruction each day that includes: targeted small group instruction to meet the specific needs of students and time on Amplify, ST Math and Amira to help to close academic gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, IS, teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  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

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** We will continue to use ESSER funds to address the student learning loss.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Summer Enrichment: Kindergarten Round-Up: In early August, incoming Kindergarten students will meet with their teachers to begin to build relationships and determine academic levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher will be able to immediately plan lessons based on student need.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Before/After School Program: Tutoring</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of the students in grades 3-5 in before/after school tutoring will show growth in Math and Reading based on data comparing our BOY, MOY and STAAR/ EOY district assessments. Snacks will be provided to students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	N/A		
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Extended Instructional Time: Provide extended instructional time to close the gaps created by COVID-19.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% of students served by our temporary workers will show growth in Math and Reading based on data from the BOY district assessments to STAAR/EOY district assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Professional Staffing: Core content area interventionist (math)</p> <p><b>Strategy's Expected Result/Impact:</b> 80% of students in grades 2-5 receiving a pull-out intervention with our Math interventionist will show growth in Math based on data from the BOY Math assessment to STAAR/EOY district assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </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 2current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

**Evaluation Data Sources:** STAAR Data

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** We are still waiting on STAAR data to see if we met the targets on our CIP data table.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> State Compensatory Education: Extended Instructional Time: Provide extended instructional time to close the gaps created by COVID-19.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% of students served by our temporary workers will show growth in Math and Reading based on data from the BOY district assessments to STAAR/EOY district assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			











**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

**Summative Evaluation:** Exceeded Objective

**Next Year's Recommendation:** We will continue to implement safety drills.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> APs talk with all students regarding our Code of Conduct within the first three weeks of school. Tipline information was sent to all Copeland families. Our campus EOP is reviewed and adjusted regularly.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved level of safety and security as a result of these measures</p> <p><b>Staff Responsible for Monitoring:</b> Principal, EOP representative, counselors, teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Conduct Emergency Safety Drills:</b> Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, EOP representative</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  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

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** Attendance will continue to be a focus. Our percentages seem to be lower post COVID.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Student Attendance: We will recognize students with perfect attendance with a sticker for their certificates each nine weeks and will recognize students with two or less absences at our end of the year celebration.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will remain at or exceed 95%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, registrar</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will contact the parents of students who have been absent for two days.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will remain at or exceed 95%.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Registrar, APs</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  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 by 10%.








**Evaluation Data Sources:** Discipline reports

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** We will continue to work on decreasing our discipline actions.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Restorative Discipline: We will use behavior contracts, coach and cover, social skills lessons, repairing harm, role playing, and reflections to reduce our discipline referrals.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline referrals will be decreased by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> APs and BI</p>	<b>Formative</b>		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> In School Suspensions We will use behavior contracts, coach and cover, social skills lessons, repairing harm, role playing, and reflections to reduce our in school suspensions of SPED AA students.</p> <p><b>Strategy's Expected Result/Impact:</b> In School Suspensions for SPED African American students will be reduced by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> APs</p>	<b>Formative</b>		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Out of School Suspensions: We will use behavior contracts, coach and cover, social skills lessons, repairing harm, role playing, and reflections to reduce our out of school suspensions.</p> <p><b>Strategy's Expected Result/Impact:</b> Out of school suspensions will be reduced by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> APs</p>	<b>Formative</b>		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Special Opportunity School (SOS) Placements: We will use behavior contracts, coach and cover, social skills lessons, repairing harm, role playing, and reflections to reduce our SOS referrals.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p> <p><b>Staff Responsible for Monitoring:</b> APs</p>	<b>Formative</b>		
	Nov	Feb	May
			



Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Violence Prevention: We will use behavior contracts, coach and cover, social skills lessons, repairing harm, role playing, and reflections to prevent violence on our campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%</p> <p><b>Staff Responsible for Monitoring:</b> APs</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

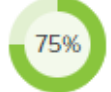






**Goal 3:** Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

**Performance Objective 1:** Teacher/Paraprofessional Attendance: By the end of the 2022-23 school year, teacher/paraprofessional attendance will increase by 3%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** We will continue to make staff attendance a priority.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: We will continue to recognize staff with two or fewer absences each nine weeks with drawings for duty-free weeks, treats and recognition.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 3%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, campus secretary</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  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 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

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** We will continue to offer professional development to meet the needs and requests of teachers.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Book studies and other campus level training's that target the needs of our students offered by administrative team members and staff members: Restorative Practices, De-escalation practices, Systematic Phonics Instruction, and various podcast and book studies from the counselors.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result would be that staff will be better equipped to meet the needs of our students by: implementing strategies to improve their teaching, improved small group instruction, understanding the needs of students who come to us in poverty, using love and logic, de-escalation strategies, and restorative practices with students, and using number talks with more skill.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, ISS, Counselors</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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 2022-23 school year, parent and family engagement will increase by 10%.

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

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** We will continue to engage and partner with families to make our school a community.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: We will use School Messenger and Social Media to engage and include our parents and community in school events.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs, teachers</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

# 2022-2023 CPOC

Committee Role	Name	Position
Principal	Stefanie Berger	Principal
Classroom Teacher	Rebekah Deo	Teacher #1
Classroom Teacher	Alexandra Pruiett	Teacher #2
Classroom Teacher	Betty Clement	Teacher #3
Classroom Teacher	Ashley Derouen	Teacher #4
Classroom Teacher	Erinn Hickman	Teacher #5
Classroom Teacher	JoAnn Burke	Teacher #6
Classroom Teacher	Jennifer Reeder	Teacher #7
Paraprofessional	Jill Hill	Paraprofessional #1
Non-classroom Professional	Stacy Cranford	Administrator #2
Non-classroom Professional	Lily Fanning	Administrator #1
Non-classroom Professional	Mary "Peggy" Spackman	Other School Leader #1
District-level Professional	Angela Thomas	District Representative #1
Parent	Jennifer Ivy	Parent #1
Parent	Amanda Ball	Parent #2
Community Representative	Lynne Sheldon	Community Member #1
Community Representative	Tracy Foreman	Community Member #2
Business Representative	Arlene O'Malley	Business Representative #1
Business Representative	Pastor Doug Krengel	Business Representative #2
Classroom Teacher	Janone "Joni" Lowery	Teacher #8
Classroom Teacher	Amy Krengel	Teacher #9
Paraprofessional	Monica Benavides	Paraprofessional #2
Non-classroom Professional	Leslie Cutshall	Other School Leader #2
Non-classroom Professional	Stacy Fischer	Other School Leader #3
District-level Professional	Ashley Clayburn	District Representative #2

# 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: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				2022	#	%			#	%			#	%		
				#			#	%			#	%			#	%
Math	3	Copeland	All	135	110	81%	83%	85%	63	47%	50%	55%	33	24%	26%	30%
Math	3	Copeland	Hispanic	43	33	77%	78%	86%	13	30%	32%	40%	5	12%	14%	20%
Math	3	Copeland	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Copeland	Asian	13	13	100%	100%	92%	13	100%	100%	71%	8	62%	64%	50%
Math	3	Copeland	African Am.	35	24	69%	71%	66%	8	23%	25%	54%	3	9%	11%	17%
Math	3	Copeland	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Copeland	White	38	34	89%	91%	97%	26	68%	70%	68%	15	39%	41%	45%
Math	3	Copeland	Two or More	5	5	100%	100%	*	2	40%	42%	*	1	20%	22%	*
Math	3	Copeland	Eco. Dis.	65	45	69%	71%	81%	19	29%	31%	44%	8	12%	14%	18%
Math	3	Copeland	Emergent Bilingual	10	7	70%	72%	81%	4	40%	42%	*	2	20%	22%	*
Math	3	Copeland	At-Risk	64	45	70%	72%	71%	23	36%	38%	32%	12	19%	21%	20%
Math	3	Copeland	SPED	25	13	52%	57%	67%	6	24%	26%	33%	2	8%	10%	*
Math	4	Copeland	All	173	131	76%	80%	74%	70	40%	45%	51%	35	20%	22%	27%
Math	4	Copeland	Hispanic	62	47	76%	78%	65%	24	39%	41%	37%	9	15%	17%	15%
Math	4	Copeland	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Copeland	Asian	18	15	83%	85%	93%	12	67%	69%	93%	8	44%	46%	71%
Math	4	Copeland	African Am.	37	28	76%	78%	58%	8	22%	24%	29%	3	8%	10%	*
Math	4	Copeland	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Copeland	White	48	37	77%	78%	87%	24	50%	52%	69%	13	27%	28%	41%
Math	4	Copeland	Two or More	8	4	50%	52%	*	2	25%	27%	*	2	25%	27%	*
Math	4	Copeland	Eco. Dis.	80	54	68%	70%	61%	23	29%	31%	33%	10	13%	15%	*
Math	4	Copeland	Emergent Bilingual	24	18	75%	77%	73%	8	33%	35%	45%	4	17%	20%	*
Math	4	Copeland	At-Risk	92	58	63%	65%	54%	19	21%	23%	23%	11	12%	14%	11%
Math	4	Copeland	SPED	36	15	42%	45%	48%	6	17%	20%	28%	2	6%	8%	*
Math	5	Copeland	All	150	124	83%	85%	86%	76	51%	52%	50%	43	29%	30%	26%
Math	5	Copeland	Hispanic	58	45	78%	80%	88%	22	38%	40%	45%	12	21%	24%	17%
Math	5	Copeland	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Copeland	Asian	14	14	100%	100%	94%	12	86%	88%	76%	8	57%	60%	59%
Math	5	Copeland	African Am.	34	24	71%	73%	76%	15	44%	46%	32%	7	21%	23%	15%
Math	5	Copeland	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Copeland	White	36	34	94%	96%	91%	24	67%	70%	64%	15	42%	45%	36%
Math	5	Copeland	Two or More	8	7	88%	90%	88%	3	38%	40%	*	1	13%	15%	*
Math	5	Copeland	Eco. Dis.	65	49	75%	77%	80%	23	35%	37%	39%	8	12%	14%	20%
Math	5	Copeland	Emergent Bilingual	12	10	83%	85%	68%	4	33%	35%	36%	3	25%	27%	*
Math	5	Copeland	At-Risk	91	71	78%	80%	79%	32	35%	37%	31%	12	13%	15%	17%
Math	5	Copeland	SPED	21	9	43%	45%	64%	2	10%	12%	18%	2	10%	12%	*
Reading	3	Copeland	All	135	120	89%	91%	80%	85	63%	65%	61%	54	40%	42%	27%
Reading	3	Copeland	Hispanic	43	39	91%	93%	78%	27	63%	65%	56%	13	30%	32%	24%

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: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				2022	#	%			#	%			#	%		
				#			#	%			#	%			#	%
Reading	3	Copeland	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Copeland	Asian	13	13	100%	100%	75%	13	100%	100%	71%	9	69%	71%	33%
Reading	3	Copeland	African Am.	35	26	74%	76%	72%	14	40%	42%	58%	6	17%	20%	17%
Reading	3	Copeland	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Copeland	White	38	37	97%	99%	93%	26	68%	70%	67%	24	63%	65%	40%
Reading	3	Copeland	Two or More	5	4	80%	82%	*	4	80%	82%	*	1	20%	22%	*
Reading	3	Copeland	Eco. Dis.	65	52	80%	82%	71%	30	46%	48%	49%	13	20%	22%	21%
Reading	3	Copeland	Emergent Bilingual	10	8	80%	82%	50%	4	40%	42%	31%	3	30%	32%	*
Reading	3	Copeland	At-Risk	64	51	80%	82%	55%	28	44%	46%	33%	15	23%	25%	*
Reading	3	Copeland	SPED	25	17	68%	70%	60%	7	28%	30%	35%	6	24%	26%	*
Reading	4	Copeland	All	175	153	87%	90%	77%	116	66%	67%	49%	73	42%	44%	33%
Reading	4	Copeland	Hispanic	63	57	90%	92%	70%	41	65%	67%	30%	29	46%	48%	20%
Reading	4	Copeland	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Copeland	Asian	18	16	89%	91%	100%	12	67%	70%	86%	10	56%	58%	79%
Reading	4	Copeland	African Am.	38	32	84%	86%	61%	24	63%	65%	32%	10	26%	28%	*
Reading	4	Copeland	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Copeland	White	48	42	88%	90%	90%	36	75%	77%	72%	21	44%	46%	51%
Reading	4	Copeland	Two or More	8	6	75%	77%	*	3	38%	40%	*	3	38%	40%	*
Reading	4	Copeland	Eco. Dis.	80	66	83%	85%	66%	49	61%	63%	31%	26	33%	35%	16%
Reading	4	Copeland	Emergent Bilingual	25	20	80%	82%	64%	14	56%	58%	*	9	36%	38%	*
Reading	4	Copeland	At-Risk	93	73	78%	80%	52%	43	46%	48%	27%	23	25%	27%	14%
Reading	4	Copeland	SPED	36	19	53%	55%	40%	11	31%	33%	24%	8	22%	24%	*
Reading	5	Copeland	All	149	133	89%	90%	84%	102	68%	69%	68%	61	41%	43%	41%
Reading	5	Copeland	Hispanic	57	52	91%	93%	83%	36	63%	65%	66%	21	37%	39%	38%
Reading	5	Copeland	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Copeland	Asian	14	13	93%	95%	88%	13	93%	95%	76%	8	57%	59%	59%
Reading	5	Copeland	African Am.	34	28	82%	84%	80%	21	62%	64%	61%	12	35%	37%	32%
Reading	5	Copeland	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Copeland	White	36	33	92%	94%	91%	28	78%	80%	75%	18	50%	52%	43%
Reading	5	Copeland	Two or More	8	7	88%	90%	63%	4	50%	52%	63%	2	25%	27%	*
Reading	5	Copeland	Eco. Dis.	65	58	89%	91%	82%	38	58%	60%	62%	21	32%	35%	34%
Reading	5	Copeland	Emergent Bilingual	11	8	73%	75%	78%	6	55%	57%	48%	4	36%	38%	22%
Reading	5	Copeland	At-Risk	90	74	82%	84%	74%	52	58%	60%	52%	26	29%	31%	26%
Reading	5	Copeland	SPED	21	13	62%	64%	52%	9	43%	45%	30%	5	24%	26%	*
Science	5	Copeland	All	149	126	85%	86%	78%	96	64%	65%	47%	49	33%	34%	26%
Science	5	Copeland	Hispanic	57	47	82%	84%	77%	30	53%	55%	49%	14	25%	27%	28%
Science	5	Copeland	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Copeland	Asian	14	14	100%	100%	88%	12	86%	88%	53%	5	36%	38%	29%



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: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				2022	#	%			#	%			#	%		
				#			#	%			#	%			#	%
Science	5	Copeland	African Am.	34	24	71%	73%	66%	20	59%	61%	39%	7	21%	23%	*
Science	5	Copeland	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Copeland	White	36	33	92%	94%	89%	28	78%	80%	52%	20	56%	58%	36%
Science	5	Copeland	Two or More	8	8	100%	100%	75%	6	75%	77%	*	3	38%	40%	*
Science	5	Copeland	Eco. Dis.	65	51	78%	80%	74%	37	57%	59%	36%	10	15%	17%	18%
Science	5	Copeland	Emergent Bilingual	11	7	64%	66%	61%	6	55%	57%	30%	2	18%	20%	22%
Science	5	Copeland	At-Risk	90	69	77%	79%	68%	46	51%	53%	32%	13	14%	16%	14%
Science	5	Copeland	SPED	21	10	48%	50%	48%	4	19%	21%	15%	2	10%	12%	*

# Early Childhood Literacy Board Outcome Goal

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

		COPELAND	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	All	Target and Actual Rate	61%	51%	63%	65%	65%	68%	71%
		Total Number Meets or Higher		83		86			
		Total Number Tested		163		132			
		Points away from or above target		-10		+2			
		Difference from Prior Year				+14			
		Growth from Prior Year				27%			
	African American	Target and Actual Rate	68%	42%	70%	44%	72%	75%	78%
		Total Number Meets or Higher		15		14			
		Total Number Tested		36		32			
		Points away from or above target		-26		-26			
Difference from Prior Year					+2				
Growth from Prior Year					5%				
Hispanic	Target and Actual Rate	48%	51%	50%	65%	52%	55%	58%	
	Total Number Meets or Higher		29		28				
	Total Number Tested		57		43				
	Points away from or above target		+3		+15				
	Difference from Prior Year				+14				
	Growth from Prior Year				27%				
White	Target and Actual Rate	64%	55%	66%	68%	68%	71%	74%	
	Total Number Meets or Higher		28		26				
	Total Number Tested		51		38				
	Points away from or above target		-9		+2				
	Difference from Prior Year				+13				
	Growth from Prior Year				24%				
Eco. Disadv.	Target and Actual Rate	53%	45%	55%	48%	57%	60%	63%	
	Total Number Meets or Higher		31		30				
	Total Number Tested		69		62				
	Points away from or above target		-8		-7				
	Difference from Prior Year				+3				
	Growth from Prior Year				7%				
EL (Current & Monitored)	Target and Actual Rate	55%	41%	57%	60%	59%	62%	65%	
	Total Number Meets or Higher		12		15				
	Total Number Tested		29		25				
	Points away from or above target		-14		+3				
	Difference from Prior Year				+19				
	Growth from Prior Year				46%				
Cont. Enrolled	Target and Actual Rate	61%	51%	63%	65%	65%	68%	71%	
	Total Number Meets or Higher		73		70				
	Total Number Tested		142		107				
	Points away from or above target		-10		+2				
	Difference from Prior Year				+14				
	Growth from Prior Year				27%				
Non-Cont. Enrolled	Target and Actual Rate	63%	48%	65%	64%	67%	70%	73%	
	Total Number Meets or Higher		10		16				
	Total Number Tested		21		25				
	Points away from or above target		-15		-1				
	Difference from Prior Year				+16				
	Growth from Prior Year				33%				

# Early Childhood Math Board Outcome Goal

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

		COPELAND	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	All	Target and Actual Rate	59%	47%	61%	48%	63%	66%	69%
		Total Number Meets or Higher		76		64			
		Total Number Tested		163		132			
		Points away from or above target		-12		-13			
		Difference from Prior Year				+1			
		Growth from Prior Year				2%			
	African American	Target and Actual Rate	61%	31%	63%	25%	65%	68%	71%
		Total Number Meets or Higher		11		8			
		Total Number Tested		36		32			
		Points away from or above target		-30		-38			
Difference from Prior Year					-6				
Growth from Prior Year					-19%				
Hispanic	Target and Actual Rate	43%	44%	45%	33%	47%	50%	53%	
	Total Number Meets or Higher		25		14				
	Total Number Tested		57		43				
	Points away from or above target		+1		-12				
	Difference from Prior Year				-11				
	Growth from Prior Year				-25%				
White	Target and Actual Rate	66%	61%	68%	68%	70%	73%	76%	
	Total Number Meets or Higher		31		26				
	Total Number Tested		51		38				
	Points away from or above target		-5		0				
	Difference from Prior Year				+7				
	Growth from Prior Year				11%				
Eco. Disadv.	Target and Actual Rate	50%	38%	52%	31%	54%	57%	60%	
	Total Number Meets or Higher		26		19				
	Total Number Tested		69		62				
	Points away from or above target		-12		-21				
	Difference from Prior Year				-7				
	Growth from Prior Year				-18%				
EL (Current & Monitored)	Target and Actual Rate	45%	45%	47%	48%	49%	52%	55%	
	Total Number Meets or Higher		13		12				
	Total Number Tested		29		25				
	Points away from or above target		0		+1				
	Difference from Prior Year				+3				
	Growth from Prior Year				7%				
Cont. Enrolled	Target and Actual Rate	60%	47%	62%	48%	64%	67%	70%	
	Total Number Meets or Higher		67		51				
	Total Number Tested		142		107				
	Points away from or above target		-13		-14				
	Difference from Prior Year				+1				
	Growth from Prior Year				2%				
Non-Cont. Enrolled	Target and Actual Rate	56%	43%	58%	52%	60%	63%	66%	
	Total Number Meets or Higher		9		13				
	Total Number Tested		21		25				
	Points away from or above target		-13		-6				
	Difference from Prior Year				+9				
	Growth from Prior Year				21%				

# 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 (2<sup>nd</sup>-5<sup>th</sup>)
    - 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 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 2<sup>nd</sup>-5<sup>th</sup> 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, 2<sup>nd</sup>-3<sup>rd</sup> = 60% of the time, 4<sup>th</sup>-5<sup>th</sup> = 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.