

Cypress-Fairbanks Independent School District

Hemmenway Elementary School

2022-2023



Mission Statement

We are committed to engaging our staff, students and the community to collaboratively develop students who are educated and think critically to become productive, global citizens and lifelong learners.

Vision

Equipping our students with the tools to shape the future

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: In May of 2022, the Hemmenway CPOC met to review school data and begin to look at problem statements and root causes for each grade level and subject area. The instructional specialists met with grade levels prior to the CPOC meeting to have grade levels review their data and perform a root cause analysis based on their data. The instructional specialists presented these to CPOC and the committee then spent time reviewing problem statements and editing them where needed. In September of 2022, CPOC met again to review the problem statements created in May and then looked at STAAR data, that was not available in May. With this new data, the committee edited the problem statements created in May. From here, goals and strategies were developed to best meet the current needs of our Hemmenway students this school year - 2022-2023.

The comprehensive needs assessment was reviewed and/or revised on the following dates: May 13, 2022 and September 9, 2022

In summary, the comprehensive needs assessment denotes the following: The major findings in our needs assessment were that our LEP and SPED populations were not meeting standards and had passing percentages below other demographic populations. Many of the problem statements and root causes led back to vertical alignment strategies not being implemented with fidelity across grade levels. Diving deeper was the lack of preparedness with teachers at planning to maximize planning time.

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 May 13, 2022 and September 9, 2022 to develop the CNA and the strategies. Those meetings were held in the Hemmenway Library starting at 7:30 a.m. 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 each of the CPOC meetings, we reviewed the expectations of CPOC and looked at current data. From the data we broke up into groups and followed the Root Cause Analysis process to create problem statements, root causes and campus needs. These campus needs helped formulate the Campus Needs Assessment and presented in the CIP. From here we discussed current instructional strategies, the effectiveness of these strategies and new strategies we could implement that would best serve the needs of our students.

Based on feedback from the committee, the campus has the following priorities for the current school year: We are focusing on:

- RLA: The LEP and Sped. population are performing lower than all other populations.
- Math: The Sped. population is performing lower than all other populations.
- Science: Our LEP and Sped. population is performing lower than all other populations.
- 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

The following groups met or exceeded their 2022 Approaches CIP Incremental Growth Targets:

- 4th Grade Math (All) with 73%
- 4th Grade Math (Hispanic) with 77%
- 4th Grade Math (White) with 100%
- 4th Grade Math (Eco. Dis) with 72%
- 4th Grade Math (LEP) with 77%
- 4th Grade Math (At-Risk) with 71%
- 5th Grade Math (White) with 86%

- 3rd Grade Reading (All) with 75%
- 3rd Grade Reading (Hispanic) with 78%
- 3rd Grade Reading (Asian) with 89%
- 3rd Grade Reading (African American) with 70%
- 3rd Grade Reading (Two or More Races) with 80%
- 3rd Grade Reading (Eco. Dis) with 73%
- 3rd Grade Reading (At-Risk) with 73%
- 4th Grade Reading (All) with 82%
- 4th Grade Reading (Hispanic) with 85%
- 4th Grade Reading (African American) with 74%
- 4th Grade Reading (White) with 100%
- 4th Grade Reading (Eco. Dis.) with 82%
- 4th Grade Reading (LEP) with 75%
- 4th Grade Reading (At-Risk) with 76%
- 5th Grade Reading (Asian) with 100%
- 5th Grade Reading (White) with 100%
- 5th Grade Reading (At-Risk) with 71%

The following grade level/subject areas outscored the district on STAAR:

- 4th Grade Reading - 82% (district was 80%)
- 4th Grade Math - 73% (district was 69%)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: The LEP and Sped. population are performing lower than all other populations. **Root Cause:** RLA: We are not consistently implementing vertically aligned strategies throughout all classrooms while also focusing on sheltered instructional strategies for second language learners.

Problem Statement 2: Math: The Sped. population is performing lower than all other populations. **Root Cause:** Math: We are not consistently modifying general education curriculum in resource or intervention that effectively transfers to the general education classroom.

Problem Statement 3: Science: Our LEP and Sped. population is performing lower than all other populations. **Root Cause:** Science: A consistent focus on vocabulary development and application is not taking place daily.

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 Summary

Surveys (students)

Values

Beliefs

Equity-Opportunity and Equal Access

School Culture and Climate Strengths

The campus' foundation is that of positivity and optimism. We believe in treating others with kindness in all situations. We focus on the health and well being of our staff so that they are healthy for our students. We love on our staff and work diligently to provide opportunities to celebrate them each month. We are also very clear with expectations and consistent with communication so that everyone is on the same page. Ultimately, our goal is student safety and success. We ensure we meet all EOP requirements and are in compliance with drills and all security measures.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Our AA students are disproportionately involved in DMC and OSS disciplinary actions. **Root Cause:** School Culture and Climate: We are not consistently implementing campus-wide behavior management strategies in all classrooms.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- Retention of staff is still a strength, although we have many more new staff members this year to added allocations; both teachers and paraprofessionals.
- 90% of the staff feel there are opportunities available at Hemmenway to provide input.
- 95% of the staff feel procedures are in place to keep them safe while at Hemmenway.
- 94% of the staff feel the campus administrators are open to discuss concerns whenever necessary.
- 95% of the staff agree that various forms of feedback are provided to help them with their job performance.
- 100% of the staff agree that staff appreciation is built into the school culture.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Absences on Mondays and Fridays continue to effect student achievement, as subs are not readily available. **Root Cause:** Teacher/Paraprofessional Attendance: Staff are extending weekends without correlating their absences with decline in student achievement.

Parent and Community Engagement

Parent and Community Engagement Strengths

- Opportunities for parents to volunteer at the campus for WatchDOGS, Moms with HEART, library support, field trips, the spring carnival and Day of Awesomeness.
- Opportunities for parents to attend various campus events (Literacy Night, Pictures with Santa, Father/Daughter Dance, STEM Night, Movie Night, Parent University Nights etc.)
- Increased attendance at Back to School Nights, parent conferences, Tiger Express.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parents are requesting more events to volunteer at beyond the typical school events. **Root Cause:** Parent and Community Engagement: We are not providing enough variety of events to engage all families in volunteering.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Teachers will implement differentiated instruction based on research-based training and practices that enhances vocabulary and comprehension through small group lessons, purposeful read alouds, content-specific and reportable technology, and campus-created activities modified to meet individual and class needs.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: teachers will implement guided math instruction while building upon skills taught in previous grade levels, targeting individual skill deficits, and utilizing hands-on instruction to engage students and enhance process thinking to meet the educational needs of all students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Teachers will implement hands-on instruction, activities and experiments focusing on vocabulary development and student inquiry skills.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>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: tutoring, intervention, growth opportunities, enrichment and reteaching of concepts.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Interventionists, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>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: Action Based Learning Lab that will focus on Social/Emotional Learning and before/after school enrichment activities. An outdoor educational environment will be created so that students can extend their learning beyond the classroom walls and various materials will be purchased to support team building among students and staff.</p> <p>Strategy's Expected Result/Impact: With Title I Support, Hemmenway Elementary will implement the following measures:</p> <ol style="list-style-type: none"> 1. Outdoor Education Environment - Students will have a variety of learning environments to receive purposeful and applicable instruction from teachers resulting in student success. 2. Ga Ga Ball Pit - An additional piece of PE equipment will be utilized to extend physical activity skills taught in the general PE classroom and develop healthy habits for students. 3. Extra Duty Pay for Sponsors: Enrichment activities will have staff sponsors to enrich and expose students to before and after activities that incentivize student's academic and behavioral success. <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, ABL teachers, teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: At-risk, LEP, and Sped 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.</p> <p>Strategy's Expected Result/Impact: Title I Campuses:</p> <ol style="list-style-type: none"> Teachers will have the opportunity to attend various staff development sessions based on teacher development need and student academic need. Through extended day planning, teachers will have time to effectively plan for the specific learning needs of students. Substitutes will be paid for so that planning sessions can extend beyond the daily planning hour. Education Galaxy, a math program, will be purchased to assist with math deficits with our at-risk, LEP and sped. students. We will pay for a Parent Liaison to help assist our parents with academic and behavioral resources at home. Our Parent Liaison will also create events that build parent involvement on the campus. A temporary worker will be paid for to support classes and students with push-in groups, pull-out groups and during Closing the Gap time, based on current academic data. We will pay for a Testing Coordinator to oversee STAAR testing, SIT, TELPAS, and 504. This person will oversee the interventions and accommodations put in place to support those students being monitored academically. PBIS Rewards will be purchased as our campus incentive program to provide positive rewards for students showing growth academically and behaviorally. Academic experiences off campus will be provided to students throughout the school year. Each grade level will attend a field trip that aligns with the curriculum. To lower class sizes in 5th grade, an additional 5th grade teacher will be funded. <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers</p>	Formative		
	Nov	Feb	May
			
 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: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: tutoring and Saturday camps Strategy's Expected Result/Impact: Students participating in the extended day program will score at the Approaches level or higher on the reading and math STAAR in spring 2022. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	N/A	 90%	 100%
Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Core content area interventionist (bilingual) Strategy's Expected Result/Impact: By the end of the 2022-2023 school year, 90% of all students classified as bilingual in grades 2nd-5th grade will be reading on or above grade level. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 65%	 80%	 100%
 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 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education (SCE): Fact Fluency workbooks to close the math academic gaps.</p> <p>Strategy's Expected Result/Impact: By the end of the 22-23 school year, 90% of students will meet all math standards and/or score at the Meets or Masters level on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Math IS</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 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: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: The campus will participate in all campus crisis drills, comply with district policies for safety actions and implement Project Safety lessons.</p> <p>Strategy's Expected Result/Impact: Implementing both district and campus expectations for safety will create a secure environment and bring awareness of our safety practices to students, staff and our community.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Admin. Team Members</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		
	Nov	Feb	May
			
 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: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: The campus will highlight and recognize students with perfect attendance each nine weeks through a campus-wide attendance incentive program.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 98%.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Teachers, Attendance Committee Members</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 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 25%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Staff will have consistent training of restorative discipline practices through monthly staff meetings, behavioral meetings, and a campus-wide behavioral incentive program.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 25%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavioral Interventionists, PBIS Committee</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: The campus will focus on social/emotional learning strategies in the Action Based Learning Lab. Students will have opportunities to practice anger management strategies, conflict resolution skills, and appropriate emotional regulation techniques.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 10%.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Behavioral Interventionists, Resource Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: The campus will implement a continuum of discipline consequences with interventions and specific strategies utilized prior to a suspension placement being made. Individual student support plans will be created to support students struggling behaviorally.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 10%.</p> <p>Staff Responsible for Monitoring: PBIS Committee, Behavioral Interventionists, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: The campus will analyze discipline data and implement behavioral support through parent conferences, student contracts, district support and social/emotional groups.</p> <p>Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Teachers, Behavioral Interventionists, PBIS Committee, Counselors</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: The campus will continue to review matrix expectations (ROARS - Responsible, Ownership, Accepting, Respectful, Safe) everyday in morning meetings, Project Safety lessons, counselor guidance lessons and in our Action Based Learning Lab.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principals, Behavioral Interventionists, Counselors</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 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Teachers and Paraprofessionals will be recognized each nine weeks at staff meetings which will include attendance certificates and incentives. Attendance will also be part of our Game On Program.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.</p> <p>Staff Responsible for Monitoring: Campus Secretary, 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 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: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Campus Staff will have the opportunity to attend various training's that meet their specific learning needs. These training's include, but are not limited to, Patterns of Power, Models Schools Conference, Guided Math, Growth Mindset training, Schoology and Zoom and Learner Engagement.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase by 20% by implementation of strategies gleaned from teacher professional development opportunities. Also, staff will be expected to present the other staff members about their learning when they return.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialists, Teachers</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 15%.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: The campus will form a parental involvement committee to discuss ideas on how best to engage parents. Events will include school to home success presentations, Literacy and Math Night and a variety of parent involvement events and incentives to encourage parent attendance.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 15%.</p> <p>Staff Responsible for Monitoring: Principal, Parent Involvement Committee, Counselors, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2022-2023 CPOC

Committee Role	Name	Position
Classroom Teacher	Brooklin Pavlas	Teacher #1
Classroom Teacher	Lisa Galloway	Teacher #2
Classroom Teacher	Kristin Lambert	Teacher #3
Classroom Teacher	Kendall Borders	Teacher #4
Classroom Teacher	Joel Luna	Teacher #5
Classroom Teacher	Thomas Waxley	Teacher #6
Classroom Teacher	Melissa Reinsch	Teacher #7
Classroom Teacher	Vera Boateng name	Teacher #8
Non-classroom Professional	Nancy McHale	Other School Leader #1
Non-classroom Professional	Teresa Garrett	Other School Leader #2
Non-classroom Professional	Vicki Jones	Other School Leader #3
Non-classroom Professional	Tania Nero	Other School Leader #4
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Katrina Nelson	Administrator (LEA) #2
Parent	Robert Acuna	Parent #1
Parent	Burbank Dorsey	parent #2
Community Representative	Roianne Rust	Community Resident #1
Community Representative	add name	Community Resident #2
Business Representative	Jeffrey Bottoms	Business Representative #1
Business Representative	add name	Business Representative #2
Paraprofessional	Melanie Grubbs	Paraprofessional #1
Paraprofessional	Daisy James	Paraprofessional #2
Classroom Teacher	Linda Guerrero	Teacher #9
Classroom Teacher	Taylor Parinello	Teacher #10
Non-classroom Professional	Kimberly Haber	Other School Leader #5
Non-classroom Professional	Kisha Grissom	Other School Leader #6
Non-classroom Professional	Vanessa Yelenick	Other School Leader #7

Committee Role	Name	Position
Non-classroom Professional	Samantha Krahenbuhl	Other School Leader #8
Non-classroom Professional	Shannon Doyle	Other School Leader #9
Non-classroom Professional	Charlotte Stoker	Other School Leader #10
Non-classroom Professional	Latisha Dorsey	Other School Leader #11
Non-classroom Professional	Karen Wetzig	Other School Leader #12
Principal	Christal Hammond	Principal

Addendums

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

Content	Gr.	Campus	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	Hemmenway	White	11	7	64%	70%	75%	3	27%	30%	*	1	9%	20%	*		
Reading	3	Hemmenway	Two or More	5	4	80%	90%	*	1	20%	30%	*	1	20%	30%	*		
Reading	3	Hemmenway	Eco. Dis.	125	91	73%	80%	73%	58	46%	50%	48%	32	26%	30%	14%		
Reading	3	Hemmenway	Emergent Bilingual	48	30	63%	70%	54%	17	35%	40%	28%	9	19%	30%	7%		
Reading	3	Hemmenway	At-Risk	122	89	73%	80%	64%	49	40%	50%	39%	27	22%	30%	10%		
Reading	3	Hemmenway	SPED	7	1	14%	20%	38%	1	14%	20%	*	0	0%	5%	*		
Reading	4	Hemmenway	All	173	141	82%	90%	72%	104	60%	70%	36%	62	36%	40%	11%		
Reading	4	Hemmenway	Hispanic	104	88	85%	90%	70%	64	62%	70%	37%	36	35%	40%	13%		
Reading	4	Hemmenway	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	4	Hemmenway	Asian	7	6	86%	90%	78%	6	86%	90%	56%	4	57%	60%	*		
Reading	4	Hemmenway	African Am.	46	34	74%	80%	77%	24	52%	60%	33%	15	33%	40%	11%		
Reading	4	Hemmenway	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	4	Hemmenway	White	8	8	100%	100%	67%	7	88%	90%	*	5	63%	70%	*		
Reading	4	Hemmenway	Two or More	5	2	40%	50%	67%	1	20%	30%	*	1	20%	30%	*		
Reading	4	Hemmenway	Eco. Dis.	136	111	82%	90%	69%	79	58%	60%	35%	47	35%	40%	9%		
Reading	4	Hemmenway	Emergent Bilingual	53	40	75%	80%	60%	26	49%	50%	26%	10	19%	20%	9%		
Reading	4	Hemmenway	At-Risk	126	96	76%	80%	68%	67	53%	60%	30%	36	29%	30%	11%		
Reading	4	Hemmenway	SPED	20	5	25%	30%	50%	0	0%	5%	*	0	0%	5%	*		
Reading	5	Hemmenway	All	174	126	72%	80%	77%	90	52%	60%	52%	59	34%	40%	31%		
Reading	5	Hemmenway	Hispanic	96	67	70%	80%	81%	47	49%	60%	51%	34	35%	40%	29%		
Reading	5	Hemmenway	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	5	Hemmenway	Asian	8	8	100%	100%	88%	7	88%	90%	88%	6	75%	80%	75%		
Reading	5	Hemmenway	African Am.	59	41	69%	80%	69%	29	49%	60%	51%	16	27%	30%	31%		
Reading	5	Hemmenway	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	5	Hemmenway	White	7	7	100%	100%	*	4	57%	60%	*	2	29%	30%	*		
Reading	5	Hemmenway	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*		
Reading	5	Hemmenway	Eco. Dis.	138	96	70%	80%	76%	63	46%	60%	50%	40	29%	30%	27%		
Reading	5	Hemmenway	Emergent Bilingual	48	28	58%	70%	72%	16	33%	40%	40%	10	21%	30%	24%		
Reading	5	Hemmenway	At-Risk	135	96	71%	80%	72%	63	47%	50%	45%	40	30%	40%	25%		
Reading	5	Hemmenway	SPED	20	3	15%	20%	24%	0	0%	5%	*	0	0%	5%	*		
Science	5	Hemmenway	All	174	114	66%	80%	65%	60	34%	40%	32%	27	16%	40%	11%		
Science	5	Hemmenway	Hispanic	96	59	61%	70%	68%	29	30%	40%	27%	12	13%	20%	13%		
Science	5	Hemmenway	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*		
Science	5	Hemmenway	Asian	8	7	88%	90%	88%	5	63%	70%	75%	4	50%	60%	*		
Science	5	Hemmenway	African Am.	60	39	65%	70%	53%	21	35%	40%	33%	9	15%	20%	*		
Science	5	Hemmenway	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*		
Science	5	Hemmenway	White	7	6	86%	90%	*	3	43%	50%	*	1	14%	20%	*		
Science	5	Hemmenway	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*		
Science	5	Hemmenway	Eco. Dis.	139	84	60%	70%	62%	43	31%	40%	28%	21	15%	20%	8%		
Science	5	Hemmenway	Emergent Bilingual	48	22	46%	50%	57%	11	23%	30%	10%	4	8%	10%	*		
Science	5	Hemmenway	At-Risk	135	86	64%	70%	58%	36	27%	30%	23%	14	10%	20%	9%		
Science	5	Hemmenway	SPED	20	4	20%	30%	*	0	0%	5%	*	0	0%	5%	*		

Early Childhood Literacy Board Outcome Goal

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

		HEMMENWAY	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	All	Target and Actual Rate	41%	34%	43%	49%	45%	48%	51%
		Total Number Meets or Higher		49		79			
		Total Number Tested		145		162			
		Points away from or above target		-7		+6			
		Difference from Prior Year				+15			
		Growth from Prior Year				44%			
	African American	Target and Actual Rate	53%	48%	55%	53%	57%	60%	63%
		Total Number Meets or Higher		19		27			
		Total Number Tested		40		51			
		Points away from or above target		-5		-2			
		Difference from Prior Year				+5			
		Growth from Prior Year				10%			
	Hispanic	Target and Actual Rate	30%	26%	32%	50%	34%	37%	40%
		Total Number Meets or Higher		22		42			
		Total Number Tested		85		84			
		Points away from or above target		-4		+18			
		Difference from Prior Year				+24			
		Growth from Prior Year				92%			
	Eco. Disadv.	Target and Actual Rate	43%	30%	45%	48%	47%	50%	53%
		Total Number Meets or Higher		33		59			
		Total Number Tested		110		122			
		Points away from or above target		-13		+3			
		Difference from Prior Year				+18			
		Growth from Prior Year				60%			
EL (Current & Monitored)	Target and Actual Rate	30%	31%	32%	47%	34%	37%	40%	
	Total Number Meets or Higher		21		37				
	Total Number Tested		67		78				
	Points away from or above target		+1		+15				
	Difference from Prior Year				+16				
	Growth from Prior Year				52%				
Cont. Enrolled	Target and Actual Rate	40%	35%	42%	47%	44%	47%	50%	
	Total Number Meets or Higher		38		58				
	Total Number Tested		110		124				
	Points away from or above target		-5		+5				
	Difference from Prior Year				+12				
	Growth from Prior Year				34%				
Non-Cont. Enrolled	Target and Actual Rate	43%	31%	45%	55%	47%	50%	53%	
	Total Number Meets or Higher		11		21				
	Total Number Tested		35		38				
	Points away from or above target		-12		+10				
	Difference from Prior Year				+24				
	Growth from Prior Year				77%				

Early Childhood Math Board Outcome Goal

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

		HEMMENWAY	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	All	Target and Actual Rate	35%	23%	37%	38%	39%	42%	45%
		Total Number Meets or Higher		34		62			
		Total Number Tested		146		162			
		Points away from or above target		-12		+1			
		Difference from Prior Year				+15			
		Growth from Prior Year				65%			
	African American	Target and Actual Rate	34%	22%	36%	41%	38%	41%	44%
		Total Number Meets or Higher		9		21			
		Total Number Tested		41		51			
		Points away from or above target		-12		+5			
		Difference from Prior Year				+19			
		Growth from Prior Year				86%			
	Hispanic	Target and Actual Rate	33%	24%	35%	37%	37%	40%	43%
		Total Number Meets or Higher		20		31			
		Total Number Tested		85		84			
		Points away from or above target		-9		+2			
		Difference from Prior Year				+13			
		Growth from Prior Year				54%			
	Eco. Disadv.	Target and Actual Rate	34%	18%	36%	35%	38%	41%	44%
		Total Number Meets or Higher		20		43			
		Total Number Tested		111		122			
		Points away from or above target		-16		-1			
		Difference from Prior Year				+17			
		Growth from Prior Year				94%			
EL (Current & Monitored)	Target and Actual Rate	32%	24%	34%	40%	36%	39%	42%	
	Total Number Meets or Higher		16		31				
	Total Number Tested		67		78				
	Points away from or above target		-8		+6				
	Difference from Prior Year				+16				
	Growth from Prior Year				67%				
Cont. Enrolled	Target and Actual Rate	31%	24%	33%	35%	35%	38%	41%	
	Total Number Meets or Higher		26		44				
	Total Number Tested		110		124				
	Points away from or above target		-7		+2				
	Difference from Prior Year				+11				
	Growth from Prior Year				46%				
Non-Cont. Enrolled	Target and Actual Rate	50%	22%	52%	47%	54%	57%	60%	
	Total Number Meets or Higher		8		18				
	Total Number Tested		36		38				
	Points away from or above target		-28		-5				
	Difference from Prior Year				+25				
	Growth from Prior Year				114%				

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 of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
 - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use 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.