

Cypress-Fairbanks Independent School District

Reed Elementary School

2022-2023



Mission Statement

At Reed Elementary we will meet the needs of all learners by providing the tools they need to be successful in a variety of learning settings.

Vision

LEAD - Learn. Empower. Achieve. Dream.

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 our May 18, 2022 meeting of CPOC, we began the process of reviewing our campus data and our expected outcomes for STAAR assessments. We disaggregated local data available and discussed the comparative data with our similar cluster schools. We made tentative plans about our campus needs until we received our state testing data. On September 21, 2022, the CPOC met again to review all state data and complete a root cause analysis. Following the process, we developed problem statements for each area, listed possible root causes, determined the overall root cause, and reviewed strategies to address the problem.

The comprehensive needs assessment was reviewed and/or revised on the following dates: May 18, 2022 and September 21, 2022

In summary, the comprehensive needs assessment denotes the following: The overall findings of the data revealed two main themes. Intentional, targeted instruction is lacking to identify the skills and gaps for our students who experienced pandemic circumstances in their educational background. Deficit skills were not clearly defined or identified when providing interventions.

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 18, 2022 and September 21, 2022 to develop the CNA and the strategies. Those meetings were held in the cafeteria in May and the art room in September starting at 4:15 p.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 our May 18, 2022 meeting of CPOC, we began the process of reviewing our campus data and our expected outcomes for STAAR assessments. We disaggregated local data; EOY DPMS, Checkpoint results, cluster data, and IRL data. We made tentative plans about our campus needs until we received our state testing data. On September 21, 2022, the CPOC met again to review all state data and complete a root cause analysis. Data used was our CIP Target Data, attendance data, discipline data, targeted support and improvement information, and Distinction Designation Data. Following the process, we developed problem statements for each area, listed possible root causes, determined the overall root cause, and reviewed strategies to address the problem.

Based on feedback from the committee, the campus has the following priorities for the current school year: Focus heavily on identifying the lacking skills, planning for intentional first instruction to address the lacking skills, and provide interventions to mitigate the gaps. Our second focus will be to show growth in grades 4 & 5 as we move students to the next

level of achievement on state assessments; Did Not Meets, Approaches, Meets, and Masters.

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 student populations met or exceeded our campus targets for improvement in the Meets and Masters categories for state testing.

Math -

4th Grade, Meets Grade Level Standards: ALL, Hispanic, White, Eco Dis, At-Risk, EB

4th Grade, Masters Grade Level Standards: White, EB

5th Grade, Meets Grade Level Standards: Eco Dis

5th Grade, Masters Grade Level Standards: SPED

Reading -

3rd Grade, Masters Grade Level Standards: All, Hisp, White, Eco Dis, At Risk, EB

4th Grade, Meets Grade Level Standards: All, Hisp, White, Eco Dis, At-Risk, EB

4th Grade, Masters Grade Level Standards: All, Hisp, White, Eco Dis, At-Risk, EB

5th Grade, Meets Grade Level Standards: All, AA, Hisp, Eco Dis, At-Risk, EB

5th Grade, Masters Grade Level Standards: AA, Eco Dis, EB

Science -

5th Grade, Meets Grade Level Standards: SPED

5th Grade, Masters Grade Level Standards: SPED

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Reading scores did not meet target goals in several grade levels in multiple populations; Hispanic, White, ED, At-Risk, ALL. **Root Cause:** RLA: Data digs were not in depth enough to identify missing skills and gaps for student achievement.

Problem Statement 2: Math: Students receiving Special Education services are not meeting targets for math in all grade levels. **Root Cause:** Math: Spiral review and scaffolding is limited in instructional planning and delivery.

Problem Statement 3: Science: Students receiving Special Education services are not meeting targets for science in all grade levels. **Root Cause:** Science: Teaching to mastery prior to 5th grade did not occur due to COVID constraints.

Problem Statement 4: Students are beginning the 2022-23 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

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

School Culture and Climate

School Culture and Climate Strengths

Restorative Discipline:

Our discipline system at Reed has grown and continues to grow and evolve to meet the needs of our students. Our teachers have been trained and put into practice restorative discipline strategies to maximize the time students are engage in learning in the classrooms. Our staff always look for ways to reach all students and support them emotionally. Most of our discipline problems are minor unless they're caused by a major cause such as student disability. Behavior consequences were minimal in the 2021 - 2022 school year.

Campus Safety:

In the area of campus safety, Reed has been a great example of innovative practices that support a safe school. There are well established systems that have been established to enhance the safety of our facility. Inspections are conducted in house to identify areas of our school that may be vulnerable and corrections are immediately addressed.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Our student attendance rate in primary grades shows a lower attendance rate compared to schools in our district. **Root Cause:** School Culture and Climate: School Culture and Climate: We have provided information about attendance to families, but have not followed through with communication about attendance consistently.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

In a year of staff shortages, we have maintained a full staff with the exception of one position.

We are growing our own staff members for future teaching positions with rehiring former paras as teachers, study groups, and coaching.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff attendance fluctuate from the high 80 to the low 90 through the school year.. **Root Cause:** Teacher/Paraprofessional Attendance: We haven't been able to define an attendance incentive for our staff that effectively promotes higher rates of attendance.

Parent and Community Engagement

Parent and Community Engagement Strengths

Parent attendance to school events and/or functions are high at Reed. Our parents have reported that they feel welcome and they like to attend to activities where they can engage in learning with their children. We offer different options for parents in the evenings as not to interfere with their work hours and provide childcare options if the meetings are informative for parents and not for students. We like to provide snacks for parents and students when they come and visit and our leadership team is always visible checking in and connecting with families during these events.

We have also increased our ability to communicate with our Vietnamese speaking families with the addition of a Vietnamese speaking para. She is serving as translator for written parent communication and in conversations with parents.

Problem Statements Identifying Parent and Community Engagement Needs




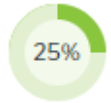


Problem Statement 1: Parent and Community Engagement: Information meetings have lower attendance rates compared to other evening events that are more interactive. **Root Cause:** Parent and Community Engagement: Information sharing is not given the same level of advertisement as other school events.













Goals




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

Performance Objective 1: Curriculum and Instruction & Accountability: By June 2023, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.


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


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA/Writing: Data driven planning will support targeted intervention plans that are essential to meet the individual needs of students in low performing groups. Collaborative planning teams will use student performance data to draft plans and create groups for in-class interventions.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Teachers are expected to implement a balanced literacy instructional model incorporating multiple resources and strategies learned through in-house professional development. Students will write and type daily to increase writing and typing fluency, experience, and technique. Teachers will implement reading and writing strategies learned through professional development with Becky Koesel and Elizabeth Martin.</p> <p>Staff Responsible for Monitoring: Reading Intervention Teachers, Instructional Specialist, Assistant Principal, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Teams will collaborate on data analysis that is ongoing in order to identify student groups that need targeted interventions that are relevant to the students skill levels and cultural backgrounds.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Interventionists, use of manipulatives, number talks training for all math teachers, temp workers to additional math interventions</p> <p>Staff Responsible for Monitoring: Math Intervention Teachers, Instructional Specialist, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Develop science hands on learning experiences that allow students to think critically while developing the necessary vocabulary to master science skills. Students will be exposed to a variety of culturally relevant experiences. Foundational skills will be addressed in targeted small groups.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Students in 4th and 5th grade will have access to hands on science experiences through gardening experiences and labs. These activities are aligned with our CFISD science curriculum and supports multiple standards.</p> <p>Staff Responsible for Monitoring: Instructional Specialist, Assistant Principals, 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: Intense, small group, skill-based instruction in reading and math based on student need.</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, Math and Reading 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: Red Ribbon Week, Drive-thru Family Events, Name That Book Club, Reed Mentor Program, Academic Nights, and Field Trips.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>These programs/activities will provide students with additional support in social emotional areas as well as academic enrichment to promote higher levels of academic achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Counselors, Teachers, Interventionists</p>	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: At-risk, EL, ED, and Asian 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"> Salaries - The para professionals serve students with low reading scores in Reed's at-risk population. The reading interventionist assists with the fourth and fifth graders with sub-standard reading scores in the previous year's state testing. The Math Interventionist/ Testing Coordinator will also serve students with low math scores, assist with state testing tasks. Both interventionists will provide targeted interventions to small group. The behavior support para will provide proactive strategies for at-risk students to keep them learning in class. Temporary Workers -Temporary Workers will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table. Professional Development -The leadership team, teaching staff, and para-professionals will attend professional development both locally and out of state to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP. Field Trip Admissions and Bus Transportation - Provide a variety of experiences for our learners to offer exposure to a variety of learning opportunities. Instructional Supplies - Supply classrooms with materials that assist with instruction, technology support, and engagement. Paper and laminate supplies will be purchased to assist in meeting the learning needs of students both on and off campus. Provide technological resources to enhance student learning. Class Kick - Teachers may see the real-time work of students while on their technology device. Students receive timely feedback about the work they are doing independently. Ed Galaxy -Students will utilize Ed Galaxy as an additional intervention at school and at home to assist in meeting or exceeding instructional targets. Brain Pop -Students will utilize Brain Pop as an additional intervention at school and at home to assist in meeting or exceeding instructional targets. Professional Books - Teach Like a Pirate - Deepen understanding of meaningful ways to engage students in an effort to provide opportunities for all children. Library Books - Purchase books for the book vending machine and library to enhance engagement with reading by offering students an unusual delivery method that provides novelty and student choice. Garden Classroom Consultant - Garden instruction provided to increase understanding of the science TEKS in the 4th and 5th grade students. <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Librarian</p>	Formative		
	Nov	Feb	May
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>35%</p> </div> <div style="text-align: center;">  <p>65%</p> </div> <div style="text-align: center;">  <p>100%</p> </div> </div>		

 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 2022-2023 school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.








Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before/After School program: Mini-Camps - We are offering mini-camps throughout the school year in reading, math, and science. These will be offered after school based around the units of study, upcoming assessment, latest assessment data, and student need. Strategy's Expected Result/Impact: Students will increase reading levels every marking period with this research based intervention. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Classroom size reduction teacher: Create a self-contained 3rd grade class and staff with an experienced teacher Strategy's Expected Result/Impact: 80% of students will score approaches or higher on STAAR. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will purchase Origo Consumable Math Books to increase math fluency and number sense with struggling learners. Strategy's Expected Result/Impact: Students will increase math fluency and number sense with this researched based intervention. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist</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 3: State Compensatory Education (SCE): Throughout the 2022-2023 school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.




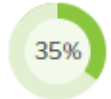
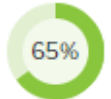







Evaluation Data Sources: STAAR Data








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education (SCE): These funds are designated to purchase classroom materials, including manipulatives, writing materials, and science lab materials.</p> <p>Strategy's Expected Result/Impact: The expected result is that students will be highly engaged in interactive and high-interest materials and will ultimately improve their understanding and achievement.</p> <p>Staff Responsible for Monitoring: Principal, APs, and Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
<p>  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








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: We will conduct additional crisis drills through the year to increase student and staff understanding of their response during a real crisis. The Campus EOP representative will audit the drills to determine areas in need of continued support to staff and students. The EOP representative will also send periodical reminders about student and staff safety to the entire staff. A campus safety committee will be formed with representatives. This committee will evaluate the safety of the school and will make recommendations for enhancing it.</p> <p>Strategy's Expected Result/Impact: Improve the overall safety of our school. Increase skill level and understanding of emergency drills in students and staff. Determine areas in need of improvement through internal audits.</p> <p>Staff Responsible for Monitoring: Campus EOP representative, Safety Committee Members, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation all 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>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Hold safety night to share information and get Reed's feedback about the school safety program.</p> <p>Strategy's Expected Result/Impact: Increased awareness of safety and security measures to build trust in the school staff and safety measures.</p> <p>Staff Responsible for Monitoring: Principal, EOP Coordinator, APs</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Conduct weekly, state required, door checks to ensure doors are locked, and no one can access the building except for the primary entrance.</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Weekly door checks in accordance with state expectations' looking for open doors, maintenance issues or any suspicious activity.</p> <p>Strategy's Expected Result/Impact: Increased situational awareness and security for all staff and students.</p> <p>Staff Responsible for Monitoring: Principal, 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 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the 2022-23 school year, student attendance will be at 95% or higher.










Evaluation Data Sources: Student attendance records











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Each 9 weeks, students will receive awards for perfect attendance. Classes with perfect attendance for 17 days in a row will receive a classroom incentive.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at 96.7% or higher.</p> <p>Staff Responsible for Monitoring: Registrar, Teachers, Assistant Principals, Principal, 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 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 5%.

Evaluation Data Sources: Discipline reports








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Provide professional development in the area of restorative discipline. Provide students with at least one Anti-Bullying and Code of Conduct presentations. We are committed to implement a variety of strategies and programs to support a safe environment including, but not limited to, strategies from PBIS and Project Safety.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 5%.</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principals, Counselors, Principals, Behavior Interventionist and Members of the PBIS Committee</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: Students who engage in minor discipline violations will meet with the campus Assistant Principal and will develop a plan to keep the student's behavior from escalating into more serious offenses.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED and African American students will continue to be 0%</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principals, Principals, Behavior Interventionist, and Members of the PBIS Committee, Counselors</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Provide professional development to all staff about restorative discipline practices. Review discipline data by the PBIS committee at every committee meeting and provide ideas for improvement. Implement a mentor program that will match a student to a staff as a support system for the student.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principals, Principals, Behavior Interventionist, and Members of the PBIS Committee</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: African American students who engage in minor discipline violations will meet with the Assistant Principal and will develop a plan to keep the student's behavior from escalating into more serious offences.</p> <p>Strategy's Expected Result/Impact: Select ONE:</p> <p>Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principals, Principals, Behavior Interventionist, and Members of the PBIS Committee</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Professional development will be provided in utilizing preventative measures such as stay-away agreements, restorative circles, behavior plans, and cool down strategies for students with high incident of violence.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principals, Principals, Behavior Interventionist, and Members of the PBIS Committee</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Staff members will be rewarded for perfect attendance per every 9 weeks, semester and year. Specific rewards will be given to staff members who have perfect attendance and limited absences throughout the school year.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2022-23 school year, 100% of teachers will receive job targeted professional development based on identified needs.








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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Consultants and professional development providing growth opportunities in the area of professionalism, serving an at-risk and Title I population, reading, math, and writing. (Elizabeth Martin writing training, Becky Koesel Reading Training, Region IV Training, Heggerty, Number Talk training, Jo Moscoro)</p> <p>Strategy's Expected Result/Impact: Staff will grow in their knowledge of the reading and writing processes, instructional implications, and strategies to address gaps in these content areas.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialists, Assistant Principals</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 5%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Use multiple forms of advertisement for all family involvement events including social media, flyers, posters, call outs, stickers that students will wear the day of the event before they go home, prizes, morning/dismissal announcement reminders and incentives for the classes with highest percentage of attendance.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Administrative Assistants, Assistant Principals, Counselors, and 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>			

2022-2023 CPOC

Committee Role	Name	Position
Principal	Karen Richardson	Principal
Classroom Teacher	Jessica Everett	Teacher #1
Classroom Teacher	Sydney West	Teacher #2
Classroom Teacher	Shelby Johnston	Teacher #3
Classroom Teacher	Lilian Sparks	Teacher #4
Classroom Teacher	Michelle Nguyen	Teacher #5
Classroom Teacher	Elaine Kelley	Teacher #6
Classroom Teacher	Cristina Bennett	Teacher #7
Classroom Teacher	Katie Casey	Teacher #8
Non-classroom Professional	Raquel Roeder	Other School Leader #1
Non-classroom Professional	Don Cornman	Other School Leader #2
Non-classroom Professional	Brandi McCarty	Other School Leader #3
Non-classroom Professional	Jennifer Soto	Other School Leader #4
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Pam Flanagan	Administrator (LEA) #2
Parent	Kari Kime	Parent #1
Parent	Mary Gossett	parent #2
Community Representative	Amanda Buckson	Community Resident #1
Community Representative	Carrie Stroud	Community Resident #2
Business Representative	Gaston Soto	Business Representative #1
Business Representative	Nathan Rouse	Business Representative #2
Paraprofessional	Tami Brooks	Paraprofessional #1
Paraprofessional	Barbara Vandever	Paraprofessional #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	#	%			#	%			#	%		
				#	#	%			#	%			#	%		
Reading	3	Reed	White	9	6	67%	72%	100%	4	44%	49%	67%	3	33%	39%	*
Reading	3	Reed	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Reed	Eco. Dis.	93	63	68%	72%	77%	36	39%	44%	46%	18	19%	23%	16%
Reading	3	Reed	Emergent Bilingual	28	15	54%	59%	71%	7	25%	29%	31%	5	18%	23%	*
Reading	3	Reed	At-Risk	98	66	67%	72%	69%	38	39%	44%	32%	18	18%	23%	13%
Reading	3	Reed	SPED	19	9	47%	52%	50%	4	21%	25%	39%	0	0%	10%	*
Reading	4	Reed	All	135	105	78%	83%	71%	76	56%	61%	42%	36	27%	32%	19%
Reading	4	Reed	Hispanic	102	80	78%	83%	69%	58	57%	62%	43%	25	25%	30%	19%
Reading	4	Reed	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Reed	Asian	18	16	89%	94%	82%	13	72%	77%	55%	8	44%	49%	*
Reading	4	Reed	African Am.	7	4	57%	62%	60%	1	14%	19%	*	0	0%	10%	*
Reading	4	Reed	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Reed	White	6	5	83%	88%	80%	4	67%	72%	*	3	50%	55%	*
Reading	4	Reed	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Reed	Eco. Dis.	114	87	76%	81%	67%	63	55%	59%	40%	29	25%	30%	18%
Reading	4	Reed	Emergent Bilingual	41	27	66%	71%	57%	16	39%	44%	30%	7	17%	22%	*
Reading	4	Reed	At-Risk	109	80	73%	78%	65%	57	52%	57%	37%	26	24%	29%	17%
Reading	4	Reed	SPED	21	8	38%	43%	40%	2	10%	14%	*	0	0%	10%	*
Reading	5	Reed	All	138	108	78%	83%	81%	71	51%	56%	60%	43	31%	36%	23%
Reading	5	Reed	Hispanic	108	79	73%	78%	80%	48	44%	49%	57%	25	23%	28%	19%
Reading	5	Reed	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Reed	Asian	15	15	100%	100%	94%	13	87%	92%	83%	11	73%	78%	50%
Reading	5	Reed	African Am.	9	8	89%	93%	83%	6	67%	72%	*	3	33%	38%	*
Reading	5	Reed	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Reed	White	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Reed	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Reed	Eco. Dis.	115	89	77%	82%	80%	55	48%	52%	59%	34	30%	34%	22%
Reading	5	Reed	Emergent Bilingual	44	23	52%	57%	75%	11	25%	29%	55%	6	14%	18%	18%
Reading	5	Reed	At-Risk	122	92	75%	80%	79%	57	47%	52%	57%	30	25%	29%	21%
Reading	5	Reed	SPED	17	3	18%	23%	50%	1	6%	11%	*	0	0%	10%	*
Science	5	Reed	All	138	98	71%	76%	70%	58	42%	47%	28%	18	13%	17%	9%
Science	5	Reed	Hispanic	108	70	65%	70%	66%	37	34%	39%	25%	12	11%	14%	7%
Science	5	Reed	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Reed	Asian	15	15	100%	100%	89%	13	87%	92%	44%	4	27%	32%	28%
Science	5	Reed	African Am.	9	7	78%	83%	83%	4	44%	49%	*	0	0%	10%	*
Science	5	Reed	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Reed	White	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Reed	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Reed	Eco. Dis.	115	77	67%	72%	68%	48	42%	47%	25%	14	12%	17%	8%
Science	5	Reed	Emergent Bilingual	44	21	48%	53%	59%	6	14%	19%	23%	2	5%	10%	*
Science	5	Reed	At-Risk	122	82	67%	72%	66%	45	37%	42%	25%	13	11%	16%	7%
Science	5	Reed	SPED	17	4	24%	29%	44%	0	0%	5%	*	0	0%	10%	*

Early Childhood Literacy Board Outcome Goal

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

		REED	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	All	Target and Actual Rate	43%	39%	45%	47%	47%	50%	53%
		Total Number Meets or Higher		49		55			
		Total Number Tested		126		118			
		Points away from or above target		-4		+2			
		Difference from Prior Year				+8			
		Growth from Prior Year				21%			
	Hispanic	Target and Actual Rate	38%	34%	40%	44%	42%	45%	48%
		Total Number Meets or Higher		31		38			
		Total Number Tested		92		86			
		Points away from or above target		-4		+4			
		Difference from Prior Year				+10			
		Growth from Prior Year				29%			
	Eco. Disadv.	Target and Actual Rate	39%	37%	41%	41%	43%	46%	49%
		Total Number Meets or Higher		39		37			
		Total Number Tested		105		91			
		Points away from or above target		-2		0			
		Difference from Prior Year				+4			
		Growth from Prior Year				11%			
	EL (Current & Monitored)	Target and Actual Rate	37%	37%	39%	46%	41%	44%	47%
		Total Number Meets or Higher		27		26			
Total Number Tested			73		56				
Points away from or above target			0		+7				
Difference from Prior Year					+9				
Growth from Prior Year					24%				
Cont. Enrolled	Target and Actual Rate	44%	40%	46%	47%	48%	51%	54%	
	Total Number Meets or Higher		45		47				
	Total Number Tested		113		99				
	Points away from or above target		-4		+1				
	Difference from Prior Year				+7				
	Growth from Prior Year				18%				

Early Childhood Math Board Outcome Goal

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

		REED	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	All	Target and Actual Rate	43%	28%	45%	28%	47%	50%	53%
		Total Number Meets or Higher		35		33			
		Total Number Tested		126		118			
		Points away from or above target		-15		-17			
		Difference from Prior Year				0			
		Growth from Prior Year				0%			
	Hispanic	Target and Actual Rate	40%	21%	42%	24%	44%	47%	50%
		Total Number Meets or Higher		19		21			
		Total Number Tested		92		86			
		Points away from or above target		-19		-18			
		Difference from Prior Year				+3			
		Growth from Prior Year				14%			
	Eco. Disadv.	Target and Actual Rate	37%	26%	39%	26%	41%	44%	47%
		Total Number Meets or Higher		27		24			
		Total Number Tested		105		91			
		Points away from or above target		-11		-13			
		Difference from Prior Year				0			
		Growth from Prior Year				0%			
	EL (Current & Monitored)	Target and Actual Rate	43%	29%	45%	29%	47%	50%	53%
		Total Number Meets or Higher		21		16			
Total Number Tested			73		56				
Points away from or above target			-14		-16				
Difference from Prior Year					0				
Growth from Prior Year					0%				
Cont. Enrolled	Target and Actual Rate	44%	28%	46%	25%	48%	51%	54%	
	Total Number Meets or Higher		32		25				
	Total Number Tested		113		99				
	Points away from or above target		-16		-21				
	Difference from Prior Year				-3				
	Growth from Prior Year				-11%				

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.