

Cypress-Fairbanks Independent School District

Copeland Elementary School

2023-2024



Mission Statement

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

Vision

LEAD - Learn. Empower. Achieve. Dream.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Copeland Elementary is a campus in Cypress Fairbanks ISD in Houston, Texas. Copeland Elementary opened its doors in 1992. Copeland Elementary is projected to serve 1016 students in grades PK-5th during the 2023-2024 school year, which is an increase from the previous year of 100 students.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Copeland Elementary's needs assessment process is described below. The school campus performance objectives council (CPOC) evaluated the following data from the 2022-23 school year:

- Student Attendance
- Staff Attendance
- Discipline
- Campus Demographics: Economically Disadvantaged, Emergent Bilingual, Special Student Population (SPED, 504, GT), At-Risk, -White, African American, Hispanic, Asian, Multiracial
- STAAR Scores
- District Progress Monitoring and Benchmark Scores
- RTI
- Employee Perception Survey
- Report Cards: Honor Roll List, Failure Lists, Placed and Retained Lists

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on April 27, 2023, and again on May 8 to develop the CNA. The meetings were held via zoom and in the instructional specialists' office starting at 4:00 p.m. on both dates. We met again on September 28, 2023 to develop and finalize the CNA.

At the first meeting on April 27th, Principal Stefanie Berger began the meeting with introductions. The committee has been established all year and are all familiar with each other due to working together all year. In lieu of an icebreaker, we began with an explanation of why we were holding this additional CPOC meeting at the end of April. Then, Principal Berger shared with the group the team expectations. Several handouts were provided to attendees that lead discussions during the meeting. The team was asked to read over the campus mission and vision statements. Principal Berger lead discussions on the mission and vision statements. Everyone voted to keep both the Mission and Vision Statements without making any changes. The importance of attendance and the purpose of this Title I Team was emphasized and explained to everyone. The purpose of the Comprehensive Needs Assessment was shared. Principal Berger then provided each person with a sample list of data options that the committee members could use to help lead conversations to identify which data the committee would review to identify both strengths and problems from the 2022 -2023 school year. Principal Berger lead the discussion as data was identified by the group to be reviewed at the next meeting. The committee decided to look at 14 specific data points to identify strengths and problems from 2022-2023. Principal Berger thanked everyone for their participation and reminded everyone of the second CNA meeting on May 8, 2023.

At the second meeting on May 8th, the school support team reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2022-2023, but focused most of the meeting on the problems that were identified from the data. Principal Berger lead the team in

prioritizing the problems. Each team member was asked to help identify the three to five focus areas for next year based on the problems identified. The team came to a consensus on three main priorities. A Root Cause Analysis was completed on the top three priorities.

On September 28, 2023, the CPOC met in the library at 4:00 pm.

At the end of the 2023-2024 school year, we will start planning for the 2024-2025 school year.

The School Support Team reviewed the data listed above to identify areas of strengths and problems.

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

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

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

Our first identified priority problem is in the area of student achievement, specifically in RLA: There is a need to increase student growth specifically targeting our Economically Disadvantaged, White, and African American sub populations in Reading. . Through the root cause analysis process, we identified there is lack of targeted small group instruction, specifically in vocabulary, inferring, and complex questioning, resulting in academic gaps.

Our second identified priority problem is in the area of student achievement, specifically Math: There is a need to increase performance levels at all levels for Economically Disadvantaged, African American, White, Hispanic, English Language learners, continuously enrolled and non-continuously enrolled to Meets levels. Through the root cause analysis process, we identified a lack of targeted small group instruction resulting in academic gaps.

Our third identified priority problem is in the area of discipline: There is a need to decrease student discipline infractions. Through the root cause analysis process, we identified There is a lack of consistent classroom management and de-escalation strategies being used.

Student Achievement

Student Achievement Strengths

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

Math:

3rd Grade: Approaches: Overall met target. **Meets:** African American exceeded target. **Masters:** Almost all subpops exceed targets.

4th Grade: Approaches: White and SPED met target. **Meets:** Almost all subpops improved. **Masters:** White subpop exceeded target.

5th Grade: Approaches: Overall met target and performed higher than the cluster. **Meets:** Hispanic met target. **Masters:** ED and At Risk met target. Overall, we beat the district.

Reading:

3rd Grade: Approaches: SPED higher than cluster. **Meets:** African American, ED and SPED hit targets. **Masters:** All, Hispanic, White and ED are at or above our cluster.

4th Grade: Approaches: White subpop is equal with the district and above our cluster. **Meets:** White, EB and SPED is above our cluster. **Masters:** Majority of our subpops are above our cluster.

5th Grade: Approaches: EB higher than target and cluster. **Meets:** Most subpops are above our cluster. **Masters:** Most subpops are above our cluster.

Science:

5th Grade: Approaches: All subpops above district and our cluster. **Meets:** Most of our subpops are above our cluster and district. **Masters:** Almost all subpops are above our cluster and district.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: There is a need to increase performance levels for Economically Disadvantaged, African American, White, Hispanic, English Language learners, continuously enrolled and non-continuously enrolled on Meets and Masters levels. **Root Cause:** RLA: Lack of targeted instruction, specifically in vocabulary, oral language, SCR and ECR skills, and complex questioning resulting in academic gaps.

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

Problem Statement 3: Science: There is a need to increase student growth specifically targeting our White and Special Education subpopulations in Meets and Masters. **Root Cause:** Science: There is a lack of targeted instruction in how to apply academic vocabulary, hands on opportunities, and repeated review in Science.

Problem Statement 4: Students are beginning the 2023-24 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

The following are strengths of the campus in regard to school culture and climate as shown on the 2022-2023 Employee Perception Survey.

-98% of teachers and 87% of paras feel safe at school

-92% of teachers and 100% of paras feel they are able to discuss concerns with administrators

-100% of teachers and 100% of paras believe staff appreciation is built into the school culture

Copeland is a PBIS campus. School-wide expectations are set and students are taught how to be Consistent, Accountable, Respectful, and Engaged through our CARE matrix. Students and staff earn incentives by displaying these characteristics. Copeland also has a behavior interventionist to work with students struggling with classroom and social skills.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Office referrals have steadily increased over the past few years. **Root Cause:** Many classrooms lack consistent classroom management and do not employ proven de-escalation strategies.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Copeland had a strong staff retention rate from the 2022-23 to 2023-24 school year. A total of twelve staff members left at the end of 2022-23. Only one of those was an in-district parallel transfer; the rest left due to retirement, promotion, or relocation.

Copeland is a regular host to student teachers, has a mentor program for new staff members, provides on-campus staff development, and encourages off-campus staff development.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Copeland had 982 staff absences during the 2022-2023 school year, which is a 4.8% absence rate. **Root Cause:** Staff needs to understand the importance of teacher delivered first instruction on a consistent basis and the impact of support staff absence on the whole school.

Parent and Community Engagement

Parent and Community Engagement Strengths

Copeland has a long history of high parent and community engagement. We have a very active PTO and host several family events throughout the year. Some of these events include Meet the Teacher, Open House, Math/Science Night, Reading Night, Book Fairs, Fall Festival, Movie Night, Dance Across Texas, and Crimestoppers Internet Safety presentation.

Event information is shared through flyers, newsletters, School Messenger, and posting on the school marquee and social media pages.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Attendance at family events has declined. **Root Cause:** We need to communicate event information and invite families in a more direct and personal way, such as having teachers share information with their students' families.



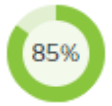
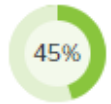

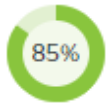

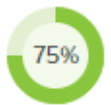

Goals











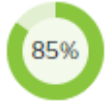

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.








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

Evaluation Data Sources: STAAR RLA, Math, and Science

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Students in grades PK-5 will be provided with targeted instruction focusing on phonics, vocabulary, oral language, SCR and ECR skills, and complex questioning.</p> <p>Strategy's Expected Result/Impact: Students in grades 3-5 will meet or exceed the targets set forth in the attached data tables. Students in grades K-2 will achieve passing rates of 70% or higher on their EOY reading assessment.</p> <p>Staff Responsible for Monitoring: Reading Teachers, Reading Instructional Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Students in grades K-5 will be provided with targeted, small-group instruction focusing on math vocabulary and number sense.</p> <p>Strategy's Expected Result/Impact: Students in grades 3-5 will meet or exceed the targets set forth in the attached data tables. Students in grades K-2 will achieve passing rates of 70% or higher on their EOY math assessment.</p> <p>Staff Responsible for Monitoring: Math Teachers, Math Instructional Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: We will provide high-quality first instruction in science through the use of hands-on, real-world experiences, spiral reviews, and application of academic vocabulary.</p> <p>Strategy's Expected Result/Impact: Students in grade 5 will meet or exceed the targets set forth in the attached data tables. Students in grades KK-4 will achieve passing rates of 70% or higher on their EOY math assessment.</p> <p>Staff Responsible for Monitoring: Instructional Specialists</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Cross-Curricular: All students in grades PK-5 will be provided with additional reading, math, and science materials and/or activities to take home along with suggestions for parents to support their student's home practice.</p> <p>Strategy's Expected Result/Impact: Students in grades 3-5 will meet or exceed the targets set forth in the attached data tables. Students in grades K-2 will achieve passing rates of 70% or higher on their EOY assessments.</p> <p>Staff Responsible for Monitoring: Interventionists, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: At-Risk: Students with an identified area of need based on STAAR, TELPAS, or district progress monitoring will be provided with additional academic support based on their specific academic needs. The campus will:</p> <ul style="list-style-type: none"> -Provide supplies/materials/resources and supplemental staff to facilitate quality first instruction. -Provide library materials that reflect diversity, student choice for leisure reading, and reading for information as well as the needs of the curriculum and state standards. -Provide professional development opportunities to improve staff effectiveness and student academic, social and emotional well-being. -Provide additional intervention for targeted students in Math and Reading -Incorporate instructional strategies that encourage student engagement -Implement Parent and Family Engagement (PAFE) initiatives to build parents' capacity <p>Strategy's Expected Result/Impact: Students in grades 3-5 will meet or exceed the targets set forth in the attached data tables. Students in grades K-2 will achieve passing rates of 70% or higher on their EOY math assessment.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: All students will participate in 25 minutes of targeted instruction each day that includes structured, differentiated lessons that will be delivered in small groups or individually based on student needs. Breakfast time and breakfast clean-up will be structured to minimize interference with the additional learning time.</p> <p>Strategy's Expected Result/Impact: Students in grades 3-5 will meet or exceed the targets set forth in the attached data tables. Students in grades K-2 will achieve passing rates of 70% or higher on their EOY math assessment.</p> <p>Staff Responsible for Monitoring: Teachers , Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Well-Rounded Education: Students will be provided with a well-rounded education through activities such as: Choir, Art Club, Read Deed Run, DaVinci Day, Horizons Showcase, Principal's Advisory Committee, Spelling Bee, Name That Book, Technology Expo.</p> <p>Strategy's Expected Result/Impact: 10% increase in participation in activities that offer all students an opportunity for a well-rounded education.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers</p>	Formative		
	Nov	Feb	May
			





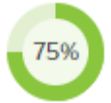







Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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		
<p>Strategy 1: Summer Learning/Summer Enrichment: Kindergarten Round-Up: In early August, incoming Kindergarten students will meet with their teachers to begin to build relationships and determine academic levels.</p> <p>Strategy's Expected Result/Impact: 100% of Kindergarten students attending Round-Up will be assessed and placed into small groups and necessary interventions within the first two weeks of the 2023-2024 school year.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Before/After School Program: Staff will offer after school tutoring for at risk students.</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 2-5 in after school tutoring will show growth in Math and Reading based on data comparing our BOY, MOY and STAAR/ EOY district assessments.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Extended Instructional Time (Closing the Gaps): Temporary Worker will be hired to work with students to improve their academic performance.</p> <p>Strategy's Expected Result/Impact: 80% of students served by our temporary workers will show growth in Math and Reading based on data from the BOY district assessments to STAAR/EOY district assessments.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Professional Staffing: Core Content Area Interventionist in math will be hired to work with at-risk students in grades 2 - 5 (push in and pull out).</p> <p>Strategy's Expected Result/Impact: 80% of students in grades 2-5 receiving a pull-out intervention with our Math interventionist will show growth in Math based on data from the BOY Math assessment to STAAR/EOY district assessments.</p> <p>Staff Responsible for Monitoring: Principal</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 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: Met Objective











Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
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Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

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

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

Summative Evaluation: Exceeded Objective











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: APs talk with all students regarding our Code of Conduct within the first three weeks of school. Tipline information was sent to all Copeland families. Our campus EOP is reviewed and adjusted regularly.</p> <p>Strategy's Expected Result/Impact: Improved level of safety and security as a result of these measures</p> <p>Staff Responsible for Monitoring: Principal, EOP representative, counselors, teachers</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, EOP representative</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 current 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		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline practices.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will use behavior contracts, coach and cover, social skills lessons, repairing harm, role playing, and reflections to prevent violence on our campus.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: APs</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. We will use behavior contracts, coach and cover, social skills lessons, repairing harm, role playing, and reflections to reduce our discipline referrals.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: APs and BI</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 current school year, teacher/paraprofessional attendance will increase by 3%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: No progress made toward meeting Objective











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: We will continue to recognize staff with two or fewer absences each nine weeks with drawings for duty-free weeks, treats and recognition.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%.</p> <p>Staff Responsible for Monitoring: Principal, campus secretary</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 current school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Summative Evaluation: Met Objective




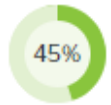






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Book studies and other campus level trainings that target the needs of our students offered by administrative team members and staff members: Restorative Practices, De-escalation practices, Systematic Phonics Instruction, and various podcast and book studies from the counselors.</p> <p>Strategy's Expected Result/Impact: The expected result would be that staff will be better equipped to meet the needs of our students by: implementing strategies to improve their teaching, improved small group instruction, understanding the needs of students who come to us in poverty, using love and logic, de-escalation strategies, and restorative practices with students, and using number talks with more skill.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISS, Counselors</p>	Formative		
	Nov	Feb	May
	 50%	 70%	 85%
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: High-Quality Professional Development: Staff will have opportunities to attend targeted professional development presented by consultants, including Elizabeth Martin, and conferences provided by organizations such as Region 4 ESC.</p> <p>Strategy's Expected Result/Impact: The expected result would be that staff will be better equipped to meet the needs of our students by: implementing strategies to improve their teaching, improved small group instruction, understanding the needs of students who come to us in poverty, using love and logic, de-escalation strategies, and restorative practices with students, and using number talks with more skill.</p> <p>Staff Responsible for Monitoring: Principal, APs, ISS, Counselors</p>	Formative		
	Nov	Feb	May
	 50%	 85%	 90%
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Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

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

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: We will use School Messenger and Social Media to engage and include our parents and community in school events.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%.</p> <p>Staff Responsible for Monitoring: Principal, APs, teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by at least 5%. We will host family events such as Winter Wonderland (math and science night) and Reading is Sweet (reading night).</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by at least 5%.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

2023-2024 CPOC

Committee Role	Name	Position
Non-classroom Professional	Leslie Cutshall	Testing Coordinator
Other School Leader (Nonteaching Professional) #4	Laci Serrato	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Stacy Fischer	Other School Leader (Nonteaching Professional) #3
Teacher #8	Joni Lowery	Teacher #8
Teacher #7	Jennifer Reeder	Teacher #7
Teacher #6	JoAnn Burke	Teacher #6
Teacher #5	Erinn Hickman	Teacher #5
Teacher #4	Ashley Derouen	Teacher #4
Teacher #3	Betty Clement	Teacher #3
Teacher #2	Alexandra Pruiett	Teacher #2
Teacher #1	Rebekah Deo	Teacher #1
Business Representative #2	Pastor Doug Krengel	Business Representative #2
Business Representative #1	Tara Hall	Business Representative #1
Paraprofessional #2	Monica Benavides	Paraprofessional #2
Paraprofessional #1	Jill Hill	Paraprofessional #1
Community Member #2	Tracy Foreman	Community Member #2
Community Member #1	Lynne Sheldon	Community Member #1
Parent #2	Rosie Granat	Parent #2
Parent #1	Holly Kokes	Parent #1
Administrator (LEA) #2	Ashley Clayburn	Administrator (LEA) #2
Administrator (LEA) #1	Angela Williams-Thomas	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Lily Fanning	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Stacy Cranford	Other School Leader (Nonteaching Professional) #1
Principal	Stefanie Berger	Principal

Addendums

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level	
					2023			%		#	%	%	#	%	#	%	%	%
					#	#	%	%	#	%	%	#	%	%	#	%	%	%
Math	3	Copeland	ES 3	All	142	120	85%	87%	86%	78	55%	66%	61%	42	30%	32%	29%	
Math	3	Copeland	ES 3	Hispanic	50	43	86%	87%	82%	20	40%	41%	56%	10	20%	21%	22%	
Math	3	Copeland	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*	
Math	3	Copeland	ES 3	Asian	24	22	92%	94%	100%	17	71%	72%	90%	12	50%	52%	48%	
Math	3	Copeland	ES 3	African Am.	35	23	66%	67%	66%	19	54%	55%	25%	6	17%	18%	*	
Math	3	Copeland	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*	
Math	3	Copeland	ES 3	White	31	30	97%	98%	97%	21	68%	70%	79%	14	45%	47%	47%	
Math	3	Copeland	ES 3	Two or More	2	*	*	*	100%	*	*	*	86%	*	*	*	*	
Math	3	Copeland	ES 3	Eco. Dis.	62	50	81%	82%	75%	27	44%	45%	41%	11	18%	19%	12%	
Math	3	Copeland	ES 3	Emergent Bilingual	16	13	81%	82%	68%	*	*	*	37%	*	*	*	*	
Math	3	Copeland	ES 3	At-Risk	41	29	71%	72%	76%	13	32%	33%	48%	8	20%	21%	11%	
Math	3	Copeland	ES 3	SPED	21	14	67%	68%	56%	7	33%	34%	28%	*	*	*	*	
Math	4	Copeland	ES 3	All	136	100	74%	80%	77%	70	51%	54%	56%	37	27%	30%	30%	
Math	4	Copeland	ES 3	Hispanic	46	30	65%	70%	74%	17	37%	39%	42%	7	15%	18%	14%	
Math	4	Copeland	ES 3	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*	
Math	4	Copeland	ES 3	Asian	14	13	93%	94%	81%	13	93%	94%	67%	10	71%	72%	44%	
Math	4	Copeland	ES 3	African Am.	31	18	58%	60%	73%	9	29%	35%	54%	*	*	*	32%	
Math	4	Copeland	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*	
Math	4	Copeland	ES 3	White	39	34	87%	90%	82%	27	69%	70%	75%	16	41%	45%	43%	
Math	4	Copeland	ES 3	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*	
Math	4	Copeland	ES 3	Eco. Dis.	61	37	61%	65%	68%	20	33%	35%	43%	*	*	*	24%	
Math	4	Copeland	ES 3	Emergent Bilingual	11	8	73%	75%	55%	5	45%	46%	*	*	*	*	*	
Math	4	Copeland	ES 3	At-Risk	56	30	54%	60%	53%	13	23%	25%	24%	6	11%	15%	14%	
Math	4	Copeland	ES 3	SPED	25	12	48%	50%	43%	7	28%	30%	*	*	*	*	*	
Math	5	Copeland	ES 3	All	174	150	86%	87%	79%	87	50%	52%	55%	45	26%	30%	26%	
Math	5	Copeland	ES 3	Hispanic	64	56	88%	89%	67%	29	45%	46%	43%	11	17%	18%	14%	
Math	5	Copeland	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*	
Math	5	Copeland	ES 3	Asian	17	16	94%	95%	100%	13	76%	80%	93%	10	59%	62%	73%	
Math	5	Copeland	ES 3	African Am.	41	31	76%	77%	72%	13	32%	33%	31%	6	15%	16%	*	
Math	5	Copeland	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*	
Math	5	Copeland	ES 3	White	44	40	91%	92%	90%	28	64%	65%	77%	16	36%	38%	38%	
Math	5	Copeland	ES 3	Two or More	8	7	88%	89%	100%	*	*	*	*	*	*	*	*	
Math	5	Copeland	ES 3	Eco. Dis.	75	60	80%	81%	70%	29	39%	40%	45%	15	20%	21%	14%	
Math	5	Copeland	ES 3	Emergent Bilingual	22	15	68%	70%	60%	8	36%	40%	40%	*	*	*	*	
Math	5	Copeland	ES 3	At-Risk	90	71	79%	80%	61%	28	31%	32%	29%	15	17%	18%	9%	

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					2023	#	%	%	#	%	%	#	%	%	#	%	%
					#	#	%	%	#	%	%	#	%	%	#	%	%
Math	5	Copeland	ES 3	SPED	33	21	64%	65%	48%	6	18%	20%	*	*	*	*	*
Reading	3	Copeland	ES 3	All	142	113	80%	82%	87%	87	61%	68%	69%	39	27%	30%	41%
Reading	3	Copeland	ES 3	Hispanic	50	39	78%	80%	85%	28	56%	58%	64%	12	24%	25%	27%
Reading	3	Copeland	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Copeland	ES 3	Asian	24	18	75%	77%	95%	17	71%	73%	95%	8	33%	35%	76%
Reading	3	Copeland	ES 3	African Am.	36	26	72%	74%	72%	21	58%	60%	41%	6	17%	18%	16%
Reading	3	Copeland	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Copeland	ES 3	White	30	28	93%	95%	97%	20	67%	70%	84%	12	40%	41%	61%
Reading	3	Copeland	ES 3	Two or More	2	*	*	*	86%	*	*	*	86%	*	*	*	*
Reading	3	Copeland	ES 3	Eco. Dis.	63	45	71%	73%	83%	31	49%	50%	54%	13	21%	22%	20%
Reading	3	Copeland	ES 3	Emergent Bilingual	16	8	50%	52%	68%	5	31%	32%	53%	*	*	*	*
Reading	3	Copeland	ES 3	At-Risk	40	22	55%	57%	78%	13	33%	35%	57%	*	*	*	24%
Reading	3	Copeland	ES 3	SPED	20	12	60%	61%	52%	7	35%	36%	28%	*	*	*	*
Reading	4	Copeland	ES 3	All	136	105	77%	81%	87%	67	49%	62%	66%	45	33%	34%	41%
Reading	4	Copeland	ES 3	Hispanic	46	32	70%	74%	86%	14	30%	40%	56%	9	20%	22%	33%
Reading	4	Copeland	ES 3	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Copeland	ES 3	Asian	14	14	100%	100%	85%	12	86%	87%	74%	11	79%	80%	44%
Reading	4	Copeland	ES 3	African Am.	31	19	61%	65%	81%	10	32%	40%	65%	*	*	*	46%
Reading	4	Copeland	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Copeland	ES 3	White	39	35	90%	92%	96%	28	72%	73%	75%	20	51%	52%	43%
Reading	4	Copeland	ES 3	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Copeland	ES 3	Eco. Dis.	61	40	66%	68%	80%	19	31%	35%	53%	10	16%	18%	24%
Reading	4	Copeland	ES 3	Emergent Bilingual	11	7	64%	65%	68%	*	*	*	27%	*	*	*	*
Reading	4	Copeland	ES 3	At-Risk	56	29	52%	55%	69%	15	27%	30%	36%	8	14%	16%	15%
Reading	4	Copeland	ES 3	SPED	25	10	40%	45%	57%	6	24%	30%	26%	*	*	*	*
Reading	5	Copeland	ES 3	All	175	147	84%	85%	81%	119	68%	69%	57%	71	41%	42%	38%
Reading	5	Copeland	ES 3	Hispanic	65	54	83%	84%	84%	43	66%	67%	43%	25	38%	39%	29%
Reading	5	Copeland	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Copeland	ES 3	Asian	17	15	88%	90%	100%	13	76%	80%	100%	10	59%	65%	73%
Reading	5	Copeland	ES 3	African Am.	41	33	80%	81%	61%	25	61%	62%	42%	13	32%	33%	14%
Reading	5	Copeland	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Copeland	ES 3	White	44	40	91%	92%	88%	33	75%	76%	73%	19	43%	45%	58%
Reading	5	Copeland	ES 3	Two or More	8	5	63%	64%	*	5	63%	64%	*	*	*	*	
Reading	5	Copeland	ES 3	Eco. Dis.	76	62	82%	83%	73%	47	62%	63%	42%	26	34%	35%	25%
Reading	5	Copeland	ES 3	Emergent Bilingual	23	18	78%	79%	80%	11	48%	49%	40%	5	22%	23%	*

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level	
					2023	#	%	%		#	%	%		#	%	#		%
					#													
Reading	5	Copeland	ES 3	At-Risk	91	67	74%	75%	64%	47	52%	53%	29%	24	26%	27%	11%	
Reading	5	Copeland	ES 3	SPED	33	17	52%	53%	47%	10	30%	31%	15%	*	*	*	*	
Science	5	Copeland	ES 3	All	175	137	78%	82%	69%	82	47%	51%	40%	45	26%	30%	17%	
Science	5	Copeland	ES 3	Hispanic	65	50	77%	78%	60%	32	49%	50%	21%	18	28%	29%	10%	
Science	5	Copeland	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*	
Science	5	Copeland	ES 3	Asian	17	15	88%	89%	93%	9	53%	54%	80%	5	29%	30%	40%	
Science	5	Copeland	ES 3	African Am.	41	27	66%	67%	44%	16	39%	40%	17%	*	*	*	*	
Science	5	Copeland	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*	
Science	5	Copeland	ES 3	White	44	39	89%	90%	90%	23	52%	55%	69%	16	36%	38%	26%	
Science	5	Copeland	ES 3	Two or More	8	6	75%	76%	*	*	*	*	*	*	*	*	*	
Science	5	Copeland	ES 3	Eco. Dis.	76	56	74%	75%	56%	27	36%	37%	22%	14	18%	19%	8%	
Science	5	Copeland	ES 3	Emergent Bilingual	23	14	61%	62%	57%	7	30%	31%	*	5	22%	23%	*	
Science	5	Copeland	ES 3	At-Risk	91	62	68%	69%	47%	29	32%	33%	18%	13	14%	15%	*	
Science	5	Copeland	ES 3	SPED	33	16	48%	49%	39%	5	15%	17%	*	*	*	*	*	

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, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students’ needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
 - use technology (including but not limited to Chromebooks, online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
 - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
 - develop academic language proficiency through speaking, reading, writing, and listening;
 - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
 - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master’s Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring

- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
 - review of lesson plans;
 - participation in team planning by administrators;
 - participation in data review/data dig sessions; and
 - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis

- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a literacy schedule.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and the reading and writing block.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Communicate and share conclusions using digital tools such as Google Suite, Flipgrid, WeVideo etc.
 - Incorporate the use of digital tools such as:
 - Google Suite
 - Scholastic Literacy Pro
 - Scholastic Storyworks (2nd-5th)
 - Boost 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
 - Utilize only after explicit and systematic instruction of literacy processes has occurred and not in place of first instruction

Mathematics

- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using ST Math Puzzle Talks, Number Talks, Math Talks, CFISD Fact Fluency Plan, ORIGO Box of Facts, and other content conversation routines.
 - "Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
 - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in digital creation and collaboration
 - Incorporate the use of digital tools such as ST Math, Gizmos, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
 - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
 - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.
 - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

Science

Teachers will develop science-literate students by creating learning opportunities using the 5E Instructional Model (grades 2-5) that engage students in scientific practices that require them to

- Ask questions, identify problems, plan and conduct classroom and field investigations to answer questions according to grade-level TEKS expectations (K-1 = 80% of the time, 2nd-3rd = 60% of the time, 4th-5th = 50% of the time).
- Use a science notebook (grades 2-5) to collect and organize data in simple graphs, tables, maps, and charts.
- Analyze data using math to derive meaning, identify patterns, and discover relationships.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and vocabulary.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and scientific writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital collaboration;
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Explore simulations (e.g. Explore Learning Gizmos, Interactive textbook, etc.);
 - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc;
 - Communicate and share conclusions using digital tools such as; Google Suite, Flipgrid, WeVideo etc.

Elementary Physical Education/Health (K-5)

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K- 5)

- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom pitched and unpitched instruments
- Create lessons and utilize activities that develop understanding of the elements of music such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Use 1:1 technology as a resource for self-exploration of topics and careers in music
- Encourage students to connect learning in music with other areas of knowledge such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

Visual Arts (K–5)

- Model and teach artistic thinking – which means prompting curiosity and asking questions to develop ideas.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skills and techniques (not solutions).
- Explore careers associated with visual culture.
- Encourage students to connect learning in art with other areas of knowledge such as math, reading, and social studies.
- Reflect on teaching practices to enhance professional development.
- Utilize the resources available to teachers including the CFISD adopted instructional materials, 1:1 technology, CFISD Benchmarks and CFISD Curriculum Standards.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including the Houston Rodeo School Art Contest, and the Texas Elementary Art Meet (TEAM contest).
- Participate in activities and events that promote school and community involvement, such as campus and districtwide art exhibits.