Cypress-Fairbanks Independent School District

Gleason Elementary School

2023-2024

Mission Statement

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

Vision

To build a solid foundation that leads to opportunities.

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SCHOOL PROFILE

Gleason is a campus in Houston, Texas. Gleason opened its doors in 2001. Gleason is projected to serve 907 students in grades PK-5 during the 2023-2024 school year, which is a decrease from the previous year of 910 students at the end of 2022-2023.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Gleason's needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2022-23 school year:

- End of year mClass reports
- Benchmark Results
- EOY DPM PK-2
- Staar Results
- Out of Placements
- Attendance Data-Staff and Students
- Title 1 Parent Survey

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 15 and May 17, 2023 and again on September 25, 2023 to develop and finalize the CNA. The meetings were held in the Gleason Library at 4:30 pm.

At the first meetings on May 15 and 17, 2023, principal Christine Melancon reviewed the data that was available to determine strengths and root causes for the following areas: School culture and climate, staff quality, recruitment and retention, and parent and community involvement. Problem statements were developed the root cause for each was established.

At the second meeting on September 25, 2023, the CPOC reviewed additional data in the area of student achievement. Problem statements were developed the root cause for each was established.

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 students in 3rd and 4th grade reading did not make incremental growth for approaches, meets and masters. Through the root cause analysis process, we identified teachers in all grade levels need to consistently plan for systematic and explicit small groups.

Our Our second identified priority problem is in the area of student achievement, specifically all students in math did not make incremental growth for approaches, meets and masters. Through the root cause analysis process, we identified teachers in all grade levels need to expose students to a consistent problem solving plan and routinely expect students to use the plan for all word problems.

Our third identified priority problem is in the area of discipline, specifically students with tier 2 and tier 3 behaviors. While of placements reduced from the previous school year, there is an increase of tier 2 and 3 behaviors. Through the root cause analysis process, we identified teachers need to provide students with explicit instruction on how to self regulate their behaviors, replacement behaviors when behaviors continue and face to face parent conferences.

Student Achievement

Student Achievement Strengths

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

Math:

3rd grade:

Increased in All, African American, White, Eco. Dis., Emergent Bil. and Sped.

Above the district and cluster in White for approaches, meets and masters

Above the district and cluster in Eco.Dis for masters

4th grade:

Increased in African American and Eco. Dis.

Above the district and cluster in All, Hisp, African American (except 4th), Eco. Dis. (except 4th), Emergent Bil., and At-Risk in approaches, meets and masters.

5th grade:

Increased in Emergent Bil. At-Risk and Sped

Above the district and cluster in All, White, Eco. Dis., Emergent Bil., At-Risk, and Sped for approaches and meets. Above the district in Sped for masters

Reading:

3rd grade:

Increased in African American, White, Emergent Bil., and Sped.

Above the district and cluster in White and Emergent Bil.

 Above the district and cluster in Sped masters.

4th grade:

Above the district and cluster in All, Hispanic, White, and Emergent Bil. at approaches

Above the district and cluster in All, African American, White, and At-Risk at meets

Above the district and cluster in Hispanic and At-Risk at masters

5th grade:

Increased in All, Hispanic, African American, Eco. Dis., Emergent Bil. and SPED

Above the district and cluster in All, Hispanic, African American, White, Eco. Dis. Emergent Bil., At-Risk and Sped for approaches.

Above the district and cluster in Eco. Dis., Emergent Bil., and At-Risk for meets

Above the district and cluster in White, Emergent Bil. and At-Risk for masters

Science:

Increased in Emergent Bil., At-Risk and Sped

Above the district and cluster in White and Sped for approaches

Above the district in Sped for meets

Above the district in Sped for masters

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Students in 3rd and 4th grade did not make incremental growth for approaches, meets and masters.   **Root Cause:** RLA: Teachers in all grade levels need to consistently pull small groups in reading.

Problem Statement 2: Math: All students have not made incremental growth for approaches, meets and masters.   **Root Cause:** Math: Teachers in all grade levels need to expose students to a consistent problem solving plan and routinely expect students to use the plan for all word problems.

Problem Statement 3: Science: Students have not made incremental growth for the past three years in science and our african american population is the lowest performing.   **Root Cause:** Science: Teachers in all grade levels need to be provide students with opportunities to answer higher level questions and need to expose them to more hands on labs.

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.

Decrease of out of placements by 5%.

Increase in the number of positive office referrals.

All safety drills conducted as planned.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: While out of placements reduced from the previous school year, there is an increase of tier 2 and 3 behaviors.   **Root Cause:** Teachers need to provide students with explicit instruction on how to self regulate their behaviors, replacement behaviors when the behavior continues and face to face parent conferences.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

Per the 22-23 EPS, Gleason had the following areas above 95% in agreement:

The work I am asked to do directly relates to my job responsibilities.

Information is available to help me do my job effectively.

Quality work is expected of me.

Information related to my job is accessible.

I am clear about my job responsibilities.

Quality work is expected of students.

Decisions are data driven.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff absences increased by 29% in the 22-23 school year. **Root Cause:** Teacher/Paraprofessional Attendance: Staff need training and support with working with our tier 2 and tier 3 behaviors and an understanding of how absences impact the lack of quality first instruction students are not receiving.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

Parent involvement increased from the previous year.

Increase in Watch DOG dads on campus.

High turn out for parent nights.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: The number of bilingual parent volunteers is low. **Root Cause:** The campus needs to provide a meeting on how bilingual parents can best support our campus.
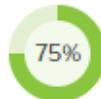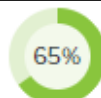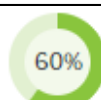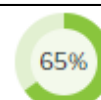
Goals
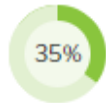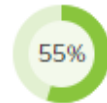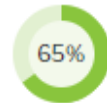
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum and Instruction & Accountability: By 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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Teachers will create systematic and explicit small group plans for the varied learners in their classroom.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed attached CIP target tables **Staff Responsible for Monitoring:** Instructional specialist, AP and Principal	Nov	Feb	May
	60%	75%	85%

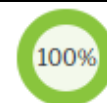| Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Utilize whole and small group instruction to teach students a consistent problem solving plan in order to have students think critically and logically about math problems.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed attached CIP target tables **Staff Responsible for Monitoring:** Instructional specialist, AP and Principal	Nov	Feb	May
	50%	65%	75%

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Provide students with hand-on labs through whole and small group instruction.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed attached CIP target tables **Staff Responsible for Monitoring:** Instructional specialist, AP and Principal	Nov	Feb	May
	50%	60%	65%

Strategy 4 Details	Formative Reviews		
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	35%	55%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: Teachers will use data to determine what skills students need to be taught or retaught in an effort to recoup for the loss of direct instruction during the spring semester. This will occur during 30 minutes of Tiger Time each day.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers Instructional Specialist Assistant Principals Principal	40%	65%	75%

Strategy 6 Details	Formative Reviews		
Strategy 6: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Students will be given the opportunity to participate in a variety of before and/or after school clubs. Students will also have an opportunity to participate in the following: -Student Leadership Opportunities -Fine Arts Showcase -Gleason Horizon's Showcase -Choir Programs -District Spelling Bee	**Formative**		
	Nov	**Feb**	**May**
	30%	80%	100%
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Counselor Librarian Teachers Assistant Principal Principals			
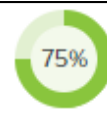
Strategy 7 Details	Formative Reviews		
Strategy 7: At-risk students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 1. Temporary Workers- Temp workers will be hired to work with students during Tiger Time and large group in reading and math to increase student achievement. 2. Salaries- A behavior interventionist and .5 reading interventionist will work with students/staff to reach campus behavior and academic goals. 3. Extended Day Pay- Teachers will be paid to plan and tutor students after school. 4. Instructional Materials- Supplies will be purchased to enhance lessons in an effort to meet or exceed targets on state assessments. 5. PBIS Supplies- Students will earn incentives/reinforcers using their Tiger bucks. An emphasis on positive behavior supports will assist the campus in minimizing tier 2 and 3 behaviors. 6. Parent Involvement- Parent involvement will be increased throughout the year during Math Night, Literacy Night, Watch DOG dads, etc. Staff will communicate this in various modes of communication. **Staff Responsible for Monitoring:** Teachers Instructional Specialists Assistant Principals Principal	30%	60%	100%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: Students who did not pass the Reading or Math STAAR by 4-6 items will attend before/after school tutoring three times a month. Students in 1st and 2nd Grade who did not meet standard on the EOY Reading and Math DPM will attend tutoring two-three times a month. **Strategy's Expected Result/Impact:** By the end of the 2023-2024 school year, students in grade 2 who attend tutoring will make progress in reading on the MOY and EOY DPM. By the end of the 2023-2024 school year, students in grades 3-5 will increase their STAAR score by 5% points. **Staff Responsible for Monitoring:** Principal	**Formative**		
	Nov	**Feb**	**May**
	15%	65%	75%

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Core Content Area Interventionist in Math will be hired to work with students to improve their academic performance. **Strategy's Expected Result/Impact:** By the end of the current school year, 3rd-5th Grade Math STAAR scores will increase by at least 5% **Staff Responsible for Monitoring:** Principal	**Formative**		
	Nov	**Feb**	**May**
	40%	65%	100%

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	35%	55%	75%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 1: Student Safety: By the end of the 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		

Strategy 1: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.
    Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.
    Staff Responsible for Monitoring: Principal
		Formative		

		Nov	**Feb**	**May**
		50%	75%	100%
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

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

    Evaluation Data Sources: Student attendance records

    Summative Evaluation: Met Objective
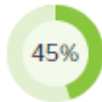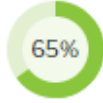
Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	35%	75%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	40%	60%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

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

    Evaluation Data Sources: Discipline reports

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

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. Work as a team to provide a variety of programs and learning opportunities for our students in order to strengthen positive relationships.
 	
    Strategy's Expected Result/Impact: Violent incidents will continue to be 0%
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	**Feb**	**May**
	45%	60%	90%

Strategy 2 Details	Formative Reviews		

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. Class meetings will take place daily. A discipline continuum will be followed for level I and II behaviors. The AP's will use a student behavior log which involves the parent prior to writing an office referral for level I and level II violations. The campus will continue with district BOTB lessons (including Tip line reporting procedures), counselor guidance lessons, PBIS, and conduct daily class meetings.
 	
Code of Conduct talks will be held within first 2 weeks of school and in spring semester. The principal will meet with the entire student body once a month.
 	
Monthly monitoring, feedback and updates will be provided by the PBIS committee.
    Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	**Feb**	**May**
	35%	65%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective
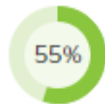
Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Teachers will be recognized for perfect attendance each month.	**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	20%	50%	75%

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Use CF-TESS process to determine each teacher's individual professional development needs. Work to provide the needed professional development.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students will meet or exceed the targets set on the attached CIP data table. **Staff Responsible for Monitoring:** Principal	20%	55%	80%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 2%.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Consistent communication will be provided to the families and community through Twitter, Facebook, Remind, Instagram, parent newsletters, Smore, and the Gleason website.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. **Staff Responsible for Monitoring:** Principal	30%	70%	90%

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

2023-2024 CPOC

Committee Role	Name	Position
Other School Leader (Nonteaching Professional) #4	Kimberly Alvarado	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Kari Thompson	Other School Leader (Nonteaching Professional) #3
Paraprofessional #1	Praneeta Sisco	Paraprofessional #1
Business Representative #1	Jason Culpepper	Business Representative #1
Community Member #1	Megan Culpepper	Community Member #1
Parent #2	Paige Brown	Parent #2
Parent #1	Bree Murphy	Parent #1
Administrator (LEA) #1	Hollie Sailors	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Amanda Crume	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Caroline Trahan	Other School Leader (Nonteaching Professional) #1
Teacher #8	Danon Hollinger	Teacher #8
Teacher #7	Adaly Garcia	Teacher #7
Teacher #6	Vi Nguyen	Teacher #6
Teacher #5	Carolyn Luna	Teacher #5
Teacher #4	Kailee Moorehead	Teacher #4
Teacher #3	Valeria Cruz	Teacher #3
Teacher #2	Alisha Jackson	Teacher #2
Teacher #1	Meredith Gugel	Teacher #1
Principal	Christine Melancon	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 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level %	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level %	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level %
Math	3	Gleason	ES 4	All	149	106	71%	76%	70%	64	43%	48%	42%	26	17%	30%	18%
Math	3	Gleason	ES 4	Hispanic	93	60	65%	70%	64%	32	34%	39%	32%	8	9%	20%	10%
Math	3	Gleason	ES 4	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Gleason	ES 4	Asian	13	13	100%	100%	91%	9	69%	74%	74%	7	54%	60%	39%
Math	3	Gleason	ES 4	African Am.	12	5	42%	47%	60%	*	*	*	*	*	*	*	*
Math	3	Gleason	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Gleason	ES 4	White	27	26	96%	97%	70%	19	70%	75%	48%	9	33%	50%	22%
Math	3	Gleason	ES 4	Two or More	4	*	*	*	100%	*	*	*	*	*	*	*	*
Math	3	Gleason	ES 4	Eco. Dis.	100	60	60%	65%	56%	31	31%	36%	29%	13	13%	20%	8%
Math	3	Gleason	ES 4	Emergent Bilingual	51	33	65%	70%	51%	10	20%	25%	20%	*	*	*	*
Math	3	Gleason	ES 4	At-Risk	79	48	61%	66%	62%	17	22%	27%	28%	5	6%	11%	9%
Math	3	Gleason	ES 4	SPED	20	7	35%	40%	*	*	*	*	*	*	*	*	*
Math	4	Gleason	ES 4	All	122	93	76%	81%	68%	61	50%	55%	46%	31	25%	30%	20%
Math	4	Gleason	ES 4	Hispanic	62	47	76%	81%	59%	28	45%	50%	30%	9	15%	25%	13%
Math	4	Gleason	ES 4	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Gleason	ES 4	Asian	18	17	94%	95%	93%	14	78%	83%	93%	10	56%	65%	57%
Math	4	Gleason	ES 4	African Am.	16	9	56%	61%	43%	*	*	*	*	*	*	*	*
Math	4	Gleason	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Gleason	ES 4	White	18	13	72%	77%	93%	12	67%	72%	82%	6	33%	50%	32%
Math	4	Gleason	ES 4	Two or More	7	6	86%	91%	*	*	*	*	*	*	*	*	*
Math	4	Gleason	ES 4	Eco. Dis.	80	56	70%	75%	60%	27	34%	39%	35%	13	16%	20%	17%
Math	4	Gleason	ES 4	Emergent Bilingual	32	25	78%	80%	57%	12	38%	43%	22%	7	22%	27%	*
Math	4	Gleason	ES 4	At-Risk	75	50	67%	72%	48%	27	36%	41%	19%	12	16%	21%	10%
Math	4	Gleason	ES 4	SPED	12	6	50%	55%	33%	*	*	*	*	*	*	*	*
Math	5	Gleason	ES 4	All	137	109	80%	85%	76%	71	52%	57%	54%	20	15%	30%	26%
Math	5	Gleason	ES 4	Hispanic	69	52	75%	80%	73%	30	43%	48%	44%	*	*	*	12%
Math	5	Gleason	ES 4	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Gleason	ES 4	Asian	24	24	100%	100%	100%	20	83%	88%	94%	7	29%	50%	82%
Math	5	Gleason	ES 4	African Am.	15	9	60%	65%	63%	*	*	*	42%	*	*	*	*
Math	5	Gleason	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Gleason	ES 4	White	18	17	94%	95%	89%	15	83%	88%	68%	8	44%	60%	42%
Math	5	Gleason	ES 4	Two or More	11	7	64%	69%	63%	*	*	*	*	*	*	*	*
Math	5	Gleason	ES 4	Eco. Dis.	84	63	75%	80%	67%	36	43%	48%	42%	6	7%	15%	18%
Math	5	Gleason	ES 4	Emergent Bilingual	37	29	78%	83%	65%	21	57%	62%	47%	*	*	*	21%
Math	5	Gleason	ES 4	At-Risk	84	63	75%	80%	67%	36	43%	48%	44%	6	7%	15%	18%

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 (#)	2023: Approaches Grade Level (#)	2023: Approaches Grade Level (%)	2024 Approaches Incremental Growth Target (%)	2024: Approaches Grade Level (%)	2023: Meets Grade Level (#)	2023: Meets Grade Level (%)	2024 Meets Incremental Growth Target (%)	2024: Meets Grade Level (%)	2023: Masters Grade Level (#)	2023: Masters Grade Level (%)	2024 Masters Incremental Growth Target (%)	2024: Masters Grade Level (%)
Math	5	Gleason	ES 4	SPED	19	14	74%	79%	40%	6	32%	37%	*	*	*	*	*
Reading	3	Gleason	ES 4	All	149	111	74%	80%	79%	79	53%	56%	60%	32	21%	30%	31%
Reading	3	Gleason	ES 4	Hispanic	93	65	70%	80%	76%	43	46%	51%	51%	9	10%	15%	21%
Reading	3	Gleason	ES 4	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Gleason	ES 4	Asian	13	12	92%	95%	91%	10	77%	80%	91%	7	54%	59%	61%
Reading	3	Gleason	ES 4	African Am.	12	7	58%	63%	60%	*	*	*	*	*	*	*	*
Reading	3	Gleason	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Gleason	ES 4	White	27	25	93%	95%	78%	21	78%	82%	61%	13	48%	53%	35%
Reading	3	Gleason	ES 4	Two or More	4	*	*	*	100%	*	*	*	*	*	*	*	*
Reading	3	Gleason	ES 4	Eco. Dis.	100	65	65%	70%	72%	41	41%	46%	47%	14	14%	19%	21%
Reading	3	Gleason	ES 4	Emergent Bilingual	51	35	69%	74%	71%	18	35%	40%	43%	*	*	*	*
Reading	3	Gleason	ES 4	At-Risk	79	50	63%	68%	69%	27	34%	39%	43%	7	9%	14%	19%
Reading	3	Gleason	ES 4	SPED	20	6	30%	35%	*	*	*	*	*	*	*	*	*
Reading	4	Gleason	ES 4	All	123	98	80%	85%	84%	61	50%	55%	50%	27	22%	30%	28%
Reading	4	Gleason	ES 4	Hispanic	63	48	76%	81%	81%	24	38%	43%	35%	10	16%	21%	14%
Reading	4	Gleason	ES 4	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Gleason	ES 4	Asian	18	17	94%	95%	100%	12	67%	72%	86%	6	33%	38%	57%
Reading	4	Gleason	ES 4	African Am.	16	11	69%	75%	57%	7	44%	49%	36%	*	*	*	*
Reading	4	Gleason	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Gleason	ES 4	White	18	16	89%	94%	100%	14	78%	83%	86%	6	33%	38%	61%
Reading	4	Gleason	ES 4	Two or More	7	5	71%	76%	*	*	*	*	*	*	*	*	*
Reading	4	Gleason	ES 4	Eco. Dis.	81	58	72%	77%	77%	27	33%	38%	38%	9	11%	16%	21%
Reading	4	Gleason	ES 4	Emergent Bilingual	33	22	67%	72%	80%	7	21%	25%	20%	*	*	*	*
Reading	4	Gleason	ES 4	At-Risk	76	54	71%	76%	74%	23	30%	35%	25%	9	12%	17%	11%
Reading	4	Gleason	ES 4	SPED	12	5	42%	47%	46%	*	*	*	*	*	*	*	*
Reading	5	Gleason	ES 4	All	138	120	87%	92%	76%	79	57%	62%	54%	42	30%	35%	31%
Reading	5	Gleason	ES 4	Hispanic	70	59	84%	89%	73%	36	51%	56%	47%	17	24%	29%	24%
Reading	5	Gleason	ES 4	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Gleason	ES 4	Asian	24	23	96%	97%	100%	20	83%	88%	88%	13	54%	55%	59%
Reading	5	Gleason	ES 4	African Am.	15	12	80%	85%	58%	6	40%	45%	37%	*	*	*	26%
Reading	5	Gleason	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Gleason	ES 4	White	18	17	94%	95%	84%	12	67%	72%	68%	9	50%	55%	32%
Reading	5	Gleason	ES 4	Two or More	11	9	82%	87%	75%	5	45%	50%	*	*	*	*	*
Reading	5	Gleason	ES 4	Eco. Dis.	85	72	85%	90%	68%	44	52%	57%	41%	19	22%	27%	17%
Reading	5	Gleason	ES 4	Emergent Bilingual	38	33	87%	90%	62%	17	45%	50%	29%	8	21%	26%	*

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 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level
Reading	5	Gleason	ES 4	At-Risk	85	69	81%	86%	67%	42	49%	54%	38%	19	22%	27%	12%
Reading	5	Gleason	ES 4	SPED	19	11	58%	63%	25%	*	*	*	*	*	*	*	*
Science	5	Gleason	ES 4	All	137	89	65%	70%	65%	49	36%	41%	32%	21	15%	25%	14%
Science	5	Gleason	ES 4	Hispanic	69	39	57%	62%	56%	17	25%	30%	18%	*	*	*	8%
Science	5	Gleason	ES 4	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Gleason	ES 4	Asian	24	22	92%	97%	100%	13	54%	59%	65%	7	29%	35%	29%
Science	5	Gleason	ES 4	African Am.	15	7	47%	52%	58%	*	*	*	*	*	*	*	*
Science	5	Gleason	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Gleason	ES 4	White	18	16	89%	93%	84%	10	56%	61%	58%	5	28%	35%	26%
Science	5	Gleason	ES 4	Two or More	11	5	45%	50%	*	5	45%	50%	*	*	*	*	*
Science	5	Gleason	ES 4	Eco. Dis.	85	50	59%	64%	54%	25	29%	34%	17%	7	8%	15%	*
Science	5	Gleason	ES 4	Emergent Bilingual	38	19	50%	55%	44%	8	21%	26%	21%	*	*	*	*
Science	5	Gleason	ES 4	At-Risk	85	44	52%	57%	52%	20	24%	29%	18%	7	8%	15%	*
Science	5	Gleason	ES 4	SPED	19	9	47%	52%	*	5	26%	31%	*	*	*	*	*

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