Cypress-Fairbanks Independent School District

Willbern Elementary School

2025-2026

Mission Statement

The community of Willbern comes together to create a safe, positive learning environment where all members are challenged, respected, and valued as individuals with unique talents. Through support and motivation, everyone obtains the tools necessary to be successful, lifelong learners.

Vision

Create a thriving educational community where each student's full potential is cultivated, realized, and celebrated to ensure lifelong success.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Willbern is a campus in Houston,TX. Willbern is projected to serve 796 students in grades Pre-k through 5th during the 2025-26 school year, which is a decrease from the previous year of 860.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Willberns's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team (AKA: Campus Performance Objectives Council [CPOC]) met on May 14, 2025 ,and again on September 26,2025. The meetings were held in the WIllbern Library. We plan to meet again on November 11, 2025, February 17, 2026, and May 19, 2026 to review and revise the CNA as needed.

At the first meeting on May 14, 2025 :

The committee began by completing the May CIP Strategy Evaluation. Instructional Specialists provided an overview of academic data based on current information, followed by brief Q&A sessions after each presentation. Strategies were discussed in detail before evaluating the end-of-year progress. Following this, the committee completed the 2024-25 CIP Summative Evaluation as a whole. Discussion highlighted improved attendance, attributed to the success of the Tardy Tater incentive, continued focus on safety, and academic gains in math.

Strategy 1 showed considerable growth at mid-year, with the goal nearly completed. Strategy 2 focused on increasing student collaboration, with planning aimed at achieving this goal; by February, considerable progress had been made. Strategy 3 emphasized high-yield instructional strategies, including explicit vocabulary instruction, the use of a visual non-glossary, and the integration of HMH to facilitate vocabulary reference. Hands-on experiences were coordinated with fifth grade, and this strategy was close to completion. Strategy 4 included

school and district events such as the Fun Run, Family Fitness Night, and Healthy BINGO. Strategy 5 achieved full participation in many clubs, while Strategy 6 successfully implemented tutoring, individual support, and Saturday camps. Strategy 7 focused entirely on student growth.

For PO2, Strategy 1 involved daily utilization of HMH for foundational TEKS, which was fully completed. Strategy 2 implemented Heggerty, also fully completed, while Strategy 3 utilized small group and strategy groups, achieving 100% completion. Strategy 4 monitored notebooks; primary grades fully complied, while grades 2-5 were close to completion but not entirely.

For PO3, Strategy 1 implemented Amira for 30–60 minutes across classrooms with 100% compliance. Strategy 2 focused on HMH Structured Literacy, and Strategy 3 on Heggerty Structured Literacy, both achieving full completion. PO4 was skipped. PO5 included multiple strategies: MAP growth was largely on track to meet the 1% growth goal, fluency and modeling with problem-solving were fully implemented, small groups reached 100% compliance, math progress monitoring showed considerable progress, and manipulatives were fully utilized. For PO6, safety coverage was achieved 100%.

The 2025-26 Needs Assessment was conducted using data from mClass, MAP, District Benchmarks, DPMs, and Amira. Strengths identified from 2024-25 included increased extended constructed response scores, consistent growth in math across assessments, and the successful implementation of monitoring notebooks. Identified needs for 2025-26 were fact fluency, vertical alignment, and increased academic vocabulary. Strategies for the 2025-26 Campus Improvement Plan were developed to address each of these needs.

Finally, the committee discussed and completed the preliminary Title I budget for 2025-26. Jude Sisk provided an overview of the current Title I budget, and Jude along with Connye Roberson reviewed the Title I allocation for the upcoming year, noting where reduced funds would differ from the current year. Three salaries will be funded by Title I: a full-time RLA Interventionist, a full-time Math Interventionist, and a part-time Math Interventionist. Continued use of both math (Garland Linkenholger) and RLA (Carlin Liborio) consultants was confirmed, and PAPF funds were discussed and explained to new CPOC members.

The following data were evaluated from the 2024-25 school year:

- mClass
- MAP
- District Benchmarks
- DPMs
- Amira

At the second meeting on September 26, 2025, the CPOC:

The principal began the meeting by introducing the CPOC members and discussing the purpose of the committee. She outlined the objectives of the meeting, and Ms. Hakemack reviewed the goals for the four CPOC meetings scheduled for the school year. The committee then finalized the Comprehensive Needs Assessment. Ms. Hakemack provided each table with a set of graphs organized by grade level and content assessment, with pages showing "approaches and above," "meets and above," and "masters" for each assessment. She explained how to read the tables and graphs before committee members discussed the data at their tables. During these discussions, members identified celebrations and areas for improvement, noting the importance of vocabulary, and recognizing that many third- and fifth-grade subpopulations met or exceeded reading expectations. Ms. Hakemack also explained how state accountability is determined, emphasizing that student achievement and growth are the primary focus. She highlighted strengths observed in the STAAR data and discussed concerns. Root causes identified included teacher knowledge of content and pedagogy, vertically aligned instructional strategies, and targeted small-group instruction. Strategies to address these areas included working with content-area consultants to build teacher capacity, providing professional development on campus and through district resources, implementing coaching cycles and WeClimb walks for feedback, holding strategically planned vertical team meetings, using consultants to develop common language and strategies, and conducting purposeful planning with peers and instructional specialists to drive data-informed small-group instruction and research-based interventions.

Next, the committee reviewed the suggested CIP strategies for the year. After discussion, members unanimously agreed with the strategies and had no additional feedback. Finally, Ms. Hakemack introduced the vision and mission of the school and reviewed the two meetings held for parents. The principal explained the school parent compact, district curriculum and assessments, Title I funding, and noted that links would be provided after all parent feedback had been incorporated.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the Campus Leadership Team (AKA: CPOC) for the school to focus on during the 2025-26 school year:

Our first identified priority problem in the area of **student achievement** is certain student groups had an increase in Did Not Meet performance level. Through the root cause analysis process, we identified we need to increase in the rigor of first time instruction.

Our second identified priority problem in the area of **student achievement** is percents of Approaches, Meets and Masters is below district in some content areas. Through the root cause analysis process, we identified small group instruction is not always based on data .

Our third identified priority problem in the area of **student achievement** is percents of Approaches, Meets and Masters is below district in some content areas. Through the root cause analysis process, we identified small group instruction is not always based on data .

Our third identified priority problem is in the area of Our second identified priority problem in the area of **student achievement** is teachers are taking time to reteach resulting misalignment with the scope and sequence. Through the root cause analysis process, strategies are not vertically aligned across grade levels

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 37% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details				Reviews			
Strategy 1: Instructional Focus: We will ensure high-quality, standards-based first instruction for all students, supported by data-driven small group interventions, with a targeted emphasis on strengthening academic achievement at all levels.				**Formative**			**Summative**
				Nov	**Feb**	**May**	**June**

Strategy: Students will participate in rigorous lessons developed during planning.
    Strategy's Expected Result/Impact: Increased student achievement data
    Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal
				Moderate Progress			

Strategy 2 Details				**Reviews**			
Strategy 2: Instructional Focus: We will ensure high-quality, standards-based first instruction for all students, supported by data-driven small group interventions, with a targeted emphasis on strengthening academic achievement at all levels.				**Formative**			**Summative**
				Nov	**Feb**	**May**	**June**

Strategy: Students will engage in small group instruction based on data to meet their needs.
    Strategy's Expected Result/Impact: Increased student achievement data
    Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal
				Considerable			

Strategy 3 Details	Reviews			

Strategy 3: Instructional Focus: We will ensure high-quality, standards-based first instruction for all students, supported by data-driven small group interventions, with a targeted emphasis on strengthening academic achievement at all levels.
 	
Strategy: Students will apply strategies that are vertically aligned.
  Strategy's Expected Result/Impact: Increased student achievement data
  Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Moderate Progress			

Strategy 4 Details	Reviews			

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.
  Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness
  Staff Responsible for Monitoring: Principal
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Considerable			

Strategy 5 Details	Reviews			

Strategy 5: 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: Choir, Young Men of Honor, Girl Power, Glow Squad. Ed Tech, Family Fitness Nights, Field Trips.
  Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education.
  Staff Responsible for Monitoring: Teachers, Counselors, Assistant Principal and Principal
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Considerable			

Strategy 6 Details	Reviews			
Strategy 6: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.	Formative			Summative
	Nov	Feb	May	June
Strategy's Expected Result/Impact: Salaries - The content interventionist and behavior coach to support teachers in the classroom Sub pay - For long range planning for STAAR teachers to improve instructional planning Field Trips- We will send Kindergarten through 5th grade on a field trip to enrich their experiences and help develop schema. PBIS supplies - Students will earn incentives using PBIS cash. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP. Extra Duty Pay- Staff members will be paid for extended planning for participating in parent events Parent Involvement: We provide opportunities such as multicultural night, planting with parents, pumpkins with parents, art day, Watch Dog Dad night, book fair nights Temporary Worker - This worker will provide provide intervention and testing coordinator Supplies: Classroom supplies such as ink, toner, anchor chart paper will increase student participation and support our instructional goals as specified in the CIP. **Staff Responsible for Monitoring:** Principal	Considerable			

Strategy 7 Details	Reviews			
Strategy 7: Improving Student Engagement: Improve student engagement by using the live morning announcements to promote events and opportunities.	Formative			Summative
	Nov	Feb	May	June
Strategy's Expected Result/Impact: Increased participate in student events **Staff Responsible for Monitoring:** Principal Assistant Principal, Counselors, Teachers	Considerable			

Strategy 8 Details	Reviews			

Strategy 8: Improving Student Engagement: We will provide different opportunities based on the interests of students before or after school.
    Strategy's Expected Result/Impact: Increased participate in student events
    Staff Responsible for Monitoring: Principal Assistant Principal, Counselors, Teachers
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Moderate Progress			

No Progress   Accomplished   → Continue/Modify   ✗ Discontinue

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 94% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details	Reviews			
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Principal and Instructional Specialist	Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Principal and Instructional Specialist	Considerable			
Strategy 3 Details	Reviews			
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Principal and Instructional Specialist	Considerable			

Strategy 4 Details	Reviews			
Strategy 4: We will maintain a monitoring notebook to document individual students' progress.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency **Staff Responsible for Monitoring:** Principal and Instructional Specialist	**Nov**	**Feb**	**May**	**June**
	Considerable			

○ No Progress   ○ Accomplished   ➡ Continue/Modify   ✖ Discontinue

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Reviews			
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Increased reading proficiency **Staff Responsible for Monitoring:** Principal and Instructional Specialist	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Increased reading proficiency. **Staff Responsible for Monitoring:** Principal and Instructional Specialist	Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Increased reading proficiency **Staff Responsible for Monitoring:** Principal and Instructional Specialist	Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: We will maintain a monitoring notebook to document individual students' progress.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency **Staff Responsible for Monitoring:** Principal and Instructional Specialist	**Nov**	**Feb**	**May**	**June**
	Moderate Progress			

⭕ No Progress   ⭕ Accomplished   ➡️ Continue/Modify   ❌ Discontinue

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Reviews			
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency **Staff Responsible for Monitoring:** Principal and Instructionals Specialist	Nov	Feb	May	June
	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency **Staff Responsible for Monitoring:** Principal and Instructionals Specialist	Nov	Feb	May	June
	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: EditRemove We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.	**Formative**			**Summative**
	Nov	Feb	May	June
Strategy's Expected Result/Impact: Increased reading proficiency **Staff Responsible for Monitoring:** Principal and Instructionals Specialist	Some Progress			

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details	Reviews			
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal and Instructional Specialist	**Formative**			**Summative**
	Nov	Feb	May	June
	Considerable			

Strategy 2 Details	Reviews			
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal and Instructional Specialist	**Formative**			**Summative**
	Nov	Feb	May	June
	Considerable			

Strategy 3 Details	Reviews			
Strategy 3: Math teachers will model and expect students to use a problem-solving process. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal and Instructional Specialist	**Formative**			**Summative**
	Nov	Feb	May	June
	Moderate Progress			

Strategy 4 Details		Reviews			
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners.		Formative			Summative
Strategy's Expected Result/Impact: Increased math proficiency		Nov	Feb	May	June
Staff Responsible for Monitoring: Principal and Instructional Specialist		Considerable			

Strategy 5 Details		Reviews			
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook.		Formative			Summative
Strategy's Expected Result/Impact: Increased math proficiency		Nov	Feb	May	June
Staff Responsible for Monitoring: Principal and Instructional Specialist		Moderate Progress			

Strategy 6 Details		Reviews			
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS.		Formative			Summative
Strategy's Expected Result/Impact: Increased math proficiency		Nov	Feb	May	June
Staff Responsible for Monitoring: Principal and Instructional Specialist		Considerable			

No Progress   Accomplished   Continue/Modify   Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive 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

Strategy 1 Details				Reviews			
Strategy 1: Campus Safety: Administration will provide opportunities for discussion and direct instruction on safety protocols at Willbern Elementary on a monthly basis through staff newsletters and direct feedback. **Strategy's Expected Result/Impact:** 100% of students and staff will be aware of and comply with all safety measures and protocols. **Staff Responsible for Monitoring:** AP, Principal				**Formative**			**Summative**
				Nov	Feb	May	June
				Considerable			
Strategy 2 Details				Reviews			
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Assistant Principal, Principal				**Formative**			**Summative**
				Nov	Feb	May	June
				Moderate Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive 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

Strategy 1 Details		Reviews			
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal		**Nov**	**Feb**	**May**	**June**
		Considerable			
Strategy 2 Details		**Reviews**			
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)		**Formative**			**Summative**
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal		**Nov**	**Feb**	**May**	**June**
		Considerable			

◯ No Progress	◯ Accomplished	→ Continue/Modify	✕ Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	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. Counselors provide monthly guidance lessons to teach coping skills and emotional regulation.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Counselors, Principal	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Staff will implement PBIS Reward system to build upon our focus on positive behavior supports.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** BI, AP	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee	Considerable			

Strategy 4 Details	Reviews			
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course.	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal(s)	Moderate Progress			

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase to 98%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Teacher/Paraprofessional Attendance: Staff will be recognized twice a 9 weeks for perfect attendance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase to 98%.	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Campus Secretary, Principal	Some Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Strategy 1 Details	Reviews			
Strategy 1: High-Quality Professional Development: Staff development will be offered to staff based on needs based surveys to include content-specific consultants, book studies, and new teacher academies. **Strategy's Expected Result/Impact:** Increased student achievement toward meeting all CIP targets under Goal 1. **Staff Responsible for Monitoring:** Principal	**Formative**			**Summative**
	Nov	Feb	May	June
	Some Progress			
	○ No Progress ○ Accomplished → Continue/Modify ✕ Discontinue			

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 10%.

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

Strategy 1 Details	Reviews			
Strategy 1: Improving Social Media Presence: We will specifically discuss the logistics of events, delegate the responsibilities, who will capture pictures and create the image through our leadership team. **Strategy's Expected Result/Impact:** Increased participation in family events and decrease in student mobility **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors and Instructional Specialist	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: Improving Social Media Presence: We will purposefully make regular social media posts highlighting school and classroom activities/lessons, student of the week, upcoming community events, and field trips. **Strategy's Expected Result/Impact:** Increased participation in family events and decrease in student mobility **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors and Instructional Specialist	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Improving Parent and Community Engagement:Use multiple forms of communication such as Remind, social media, Whale Tales, and flyers for Tuesday Folders. **Strategy's Expected Result/Impact:** Increased participate in PAFE events **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors and Instructional Specialist	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Considerable			

Strategy 4 Details	Reviews			
Strategy 4: Improving Parent and Community Engagement:We will also offer childcare to non-school wide events.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased participate in PAFE events **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselors and Instructional Specialist	**Nov**	**Feb**	**May**	**June**
	Moderate Progress			

⬤ No Progress　　⬤ Accomplished　　➡ Continue/Modify　　❌ Discontinue

CPOC

Committee Role	Name	Position
Principal	Stephanie Hakemack	Principal (there is only one principal)
Teacher #1	Diana Padron	Kindergarten
Teacher #2	Terry Rodriguez	1st Grade
Teacher #3	Jessica Aldaco	2nd Grade
Teacher #4	Gabriella Arguello	3rd Grade
Teacher #5	Laurel Concannon	4th Grade
Teacher #6	Caleb Sepulveda	5th Grade
Teacher #7	Laura Powell	Pre-K
Teacher #8	Joy Naysmith	Large Group - ABL
Teacher #9	Monica Espinosa	Special Education Teacher/Life Skills
Teacher #10	Perla Vega	Reading Interventionists
Other School Leader (Nonteaching Professional) #1	Kevin Weekley	Assistant Principal
Other School Leader (Nonteaching Professional) #2	Nichole Merriweather	Assistant Principal
Other School Leader (Nonteaching Professional) #3	Alexandra Taylor	2-5 RLA Instructional Specialist
Other School Leader (Nonteaching Professional) #4	Candice Lee-Chong	2-5 M/S Instructional Specialist
Other School Leader (Nonteaching Professional) #5	Mari Delone	Counselor
Other School Leader (Nonteaching Professional) #6	Meg Yearwood	Counselor
Other School Leader (Nonteaching Professional) #7	Susan Sensat	Primary Instructional Specialist
Other School Leader (Nonteaching Professional) #8	Paul Kessler	Behavior Specialist
Paraprofessional #1	Micah Barnard	Paraprofessional #1
Paraprofessional #2	DeeAnn Yniguez	Paraprofessional #2
Administrator (LEA) #1	Danielle Haymes	Administrator (LEA) #1
Administrator (LEA) #2	Meagan Hawthorn	Administrator (LEA) #2
Parent #1	Gonzalo Regaldo	Parent #1
Parent #2	Estephaniea Prieto	Parent #2
Business Representative #1	Fred Stewart	Business Representative #1
Business Representative #2	Business Representative 2	Business Representative #2

Committee Role	Name	Position
Community Member #1	Damodar Patel	Community Member #1
Community Member #2	Community Member 2	Community Member #2
No Charter School in LEA	N/A N/A	No Charter School in LEA
No Tribal Association in LEA	N/A N/A	No Tribal Association in LEA

Addendums

Campus   **Willbern**

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	76%	78%	80%	82%	84%
Meets or Above	48%	51%	54%	57%	60%
Masters Grade Level	21%	24%	27%	30%	33%

2025-26	Target Check
79%	Met District Strategic Target
53%	Met District Strategic Target
26%	Met District Strategic Target

3rd Grade Early Childhood Reading Board Outcome Goal (Meet or Higher)					
	2024-25	2025-26	2026-27	2027-28	2028-29
All	55%	57%			
African Am.	50%	52%			
Hispanic	47%	49%			
Eco. Dis.	49%	51%			
EB	37%	39%			
SPED	17%	19%			
Highly Mobile	0%	2%			
High Focus	50%	52%			

2025-26	Target Check
58%	Met Reading Board Outcome Target
58%	Met Reading Board Outcome Target
52%	Met Reading Board Outcome Target
51%	Met Reading Board Outcome Target
58%	Met Reading Board Outcome Target
19%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
52%	Met Reading Board Outcome Target

3rd Grade Early Childhood Math Board Outcome Goal (Meet or Higher)					
	2024-25	2025-26	2026-27	2027-28	2028-29
All	35%	37%			
African Am.	12%	14%			
Hispanic	34%	36%			
Eco. Dis.	32%	34%			
EB	20%	22%			
SPED	17%	19%			
Highly Mobile	0%	2%			
High Focus	33%	35%			

2025-26	Target Check
38%	Met Math Board Outcome Target
16%	Met Math Board Outcome Target
42%	Met Math Board Outcome Target
35%	Met Math Board Outcome Target
22%	Met Math Board Outcome Target
19%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
36%	Met Math Board Outcome Target

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

To ensure the privacy of small student groups, data for performance levels with fewer than five students are not shown.

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count 2026	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					#	%	#	%	%	#	%	%	#	%
Reading	3	Willbern	ES6	All	139	74%	105	76%	55%	80	58%	26%	39	28%
Reading	3	Willbern	ES6	Hispanic	69	73%	52	75%	47%	36	52%	20%	16	23%
Reading	3	Willbern	ES6	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Willbern	ES6	Asian	16	88%	14	88%	72%	13	81%	32%	5	31%
Reading	3	Willbern	ES6	African Am.	38	62%	24	63%	50%	22	58%	23%	9	24%
Reading	3	Willbern	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Willbern	ES6	White	10	86%	9	90%	86%	9	90%	86%	9	90%
Reading	3	Willbern	ES6	Two or More	6	*	6	100%	*	0	0%	*	0	0%
Reading	3	Willbern	ES6	Eco. Dis.	92	67%	64	70%	49%	47	51%	21%	21	23%
Reading	3	Willbern	ES6	EB	50	61%	33	66%	37%	29	58%	*	0	0%
Reading	3	Willbern	ES6	At-Risk	55	59%	34	62%	39%	23	42%	14%	9	16%
Reading	3	Willbern	ES6	SPED	26	46%	13	50%	*	5	19%	*	0	0%
Reading	3	Willbern	ES6	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Willbern	ES6	High Focus	113	70%	81	72%	50%	59	52%	23%	28	25%
Reading	4	Willbern	ES6	All	136	85%	123	90%	61%	86	63%	31%	45	33%
Reading	4	Willbern	ES6	Hispanic	71	84%	67	94%	59%	45	63%	34%	29	41%
Reading	4	Willbern	ES6	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Willbern	ES6	Asian	23	91%	22	96%	73%	17	74%	27%	8	35%
Reading	4	Willbern	ES6	African Am.	31	84%	28	90%	56%	18	58%	22%	8	26%
Reading	4	Willbern	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Willbern	ES6	White	7	83%	6	86%	83%	6	86%	*	0	0%
Reading	4	Willbern	ES6	Two or More	4	*	0	0%	*	0	0%	*	0	0%
Reading	4	Willbern	ES6	Eco. Dis.	93	84%	78	84%	57%	55	59%	27%	26	28%
Reading	4	Willbern	ES6	EB	53	83%	44	83%	47%	26	49%	19%	11	21%
Reading	4	Willbern	ES6	At-Risk	56	80%	45	80%	51%	30	54%	19%	11	20%
Reading	4	Willbern	ES6	SPED	30	52%	16	53%	*	0	0%	*	0	0%
Reading	5	Willbern	ES6	All	132	80%	112	85%	63%	86	65%	32%	45	34%
Reading	5	Willbern	ES6	Hispanic	74	74%	59	80%	58%	45	61%	25%	19	26%
Reading	5	Willbern	ES6	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	5	Willbern	ES6	Asian	20	73%	17	85%	73%	15	75%	47%	10	50%
Reading	5	Willbern	ES6	African Am.	28	86%	26	93%	51%	16	57%	29%	9	32%
Reading	5	Willbern	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Willbern	ES6	White	5	100%	5	100%	92%	5	100%	42%	3	60%
Reading	5	Willbern	ES6	Two or More	5	88%	5	100%	88%	5	100%	75%	4	80%
Reading	5	Willbern	ES6	Eco. Dis.	90	79%	73	81%	60%	54	60%	28%	27	30%
Reading	5	Willbern	ES6	EB	47	61%	30	64%	47%	23	49%	22%	12	26%
Reading	5	Willbern	ES6	At-Risk	93	72%	69	74%	52%	50	54%	21%	20	22%
Reading	5	Willbern	ES6	SPED	26	37%	11	42%	26%	8	31%	*	0	0%
Math	3	Willbern	ES6	All	139	65%	96	69%	35%	53	38%	13%	21	15%
Math	3	Willbern	ES6	Hispanic	69	63%	50	72%	34%	29	42%	9%	8	12%
Math	3	Willbern	ES6	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Willbern	ES6	Asian	16	80%	15	94%	56%	10	63%	24%	5	31%
Math	3	Willbern	ES6	African Am.	38	50%	22	58%	*	6	16%	*	0	0%
Math	3	Willbern	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Willbern	ES6	White	10	86%	9	90%	86%	8	80%	71%	8	80%
Math	3	Willbern	ES6	Two or More	6	*	0	0%	*	0	0%	*	0	0%
Math	3	Willbern	ES6	Eco. Dis.	92	59%	56	61%	32%	32	35%	8%	9	10%

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count 2026	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					#	%	#	%	%	#	%	%	#	%
Math	3	Willbern	ES6	EB	50	59%	31	62%	20%	11	22%	*	0	0%
Math	3	Willbern	ES6	At-Risk	55	55%	32	58%	27%	16	29%	7%	5	9%
Math	3	Willbern	ES6	SPED	26	21%	6	23%	*	5	19%	*	0	0%
Math	3	Willbern	ES6	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Willbern	ES6	High Focus	113	61%	71	63%	33%	41	36%	10%	13	12%
Math	4	Willbern	ES6	All	136	68%	95	70%	49%	69	51%	22%	33	24%
Math	4	Willbern	ES6	Hispanic	71	65%	49	69%	44%	36	51%	24%	22	31%
Math	4	Willbern	ES6	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Willbern	ES6	Asian	23	86%	20	87%	81%	21	91%	43%	11	48%
Math	4	Willbern	ES6	African Am.	31	58%	19	61%	32%	12	39%	*	0	0%
Math	4	Willbern	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Willbern	ES6	White	7	83%	7	100%	*	0	0%	*	0	0%
Math	4	Willbern	ES6	Two or More	4	*	0	0%	*	0	0%	*	0	0%
Math	4	Willbern	ES6	Eco. Dis.	93	65%	63	68%	46%	45	48%	18%	19	20%
Math	4	Willbern	ES6	EB	53	60%	33	62%	40%	22	42%	20%	12	23%
Math	4	Willbern	ES6	At-Risk	56	54%	33	59%	37%	22	39%	17%	11	20%
Math	4	Willbern	ES6	SPED	30	38%	13	43%	*	0	0%	*	0	0%
Math	5	Willbern	ES6	All	132	80%	110	83%	53%	73	55%	23%	33	25%
Math	5	Willbern	ES6	Hispanic	74	74%	57	77%	52%	40	54%	18%	16	22%
Math	5	Willbern	ES6	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	Willbern	ES6	Asian	20	87%	19	95%	60%	13	65%	40%	9	45%
Math	5	Willbern	ES6	African Am.	28	80%	24	86%	40%	12	43%	14%	5	18%
Math	5	Willbern	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Willbern	ES6	White	5	92%	5	100%	75%	4	80%	42%	3	60%
Math	5	Willbern	ES6	Two or More	5	100%	5	100%	75%	4	80%	*	0	0%
Math	5	Willbern	ES6	Eco. Dis.	90	77%	71	79%	50%	47	52%	18%	18	20%
Math	5	Willbern	ES6	EB	47	67%	33	70%	44%	22	47%	14%	8	17%
Math	5	Willbern	ES6	At-Risk	93	72%	68	73%	40%	39	42%	12%	13	14%
Math	5	Willbern	ES6	SPED	26	53%	15	58%	26%	0	0%	*	0	0%
Science	5	Willbern	ES6	All	132	75%	102	77%	41%	57	43%	18%	26	20%
Science	5	Willbern	ES6	Hispanic	74	69%	53	72%	38%	29	39%	19%	18	24%
Science	5	Willbern	ES6	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	Willbern	ES6	Asian	20	87%	18	90%	47%	10	50%	*	3	15%
Science	5	Willbern	ES6	African Am.	28	74%	21	75%	34%	10	36%	*	3	11%
Science	5	Willbern	ES6	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Willbern	ES6	White	5	92%	5	100%	58%	4	80%	*	1	20%
Science	5	Willbern	ES6	Two or More	5	88%	5	100%	75%	4	80%	*	1	20%
Science	5	Willbern	ES6	Eco. Dis.	90	73%	68	76%	37%	35	39%	18%	17	19%
Science	5	Willbern	ES6	EB	47	67%	33	70%	33%	17	36%	*	0	0%
Science	5	Willbern	ES6	At-Risk	93	71%	68	73%	30%	30	32%	9%	9	10%
Science	5	Willbern	ES6	SPED	26	47%	13	50%	*	0	0%	*	0	0%

2025-2026 Elementary Content Area
Standard Expectations

Literacy (Reading and Writing)
- Maximize instructional time by developing, posting, and consistently following a literacy schedule containing all required daily components.
- 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
  - Incorporate the use of digital tools such as:
    - Google Suite
    - Scholastic Literacy Pro
    - Scholastic Storyworks (2nd-5th)
    - Boost Reading
    - Amira Suite
    - HMH Suite
    - Achieve 3000
    - Schoology
  - Incorporate the use of technology inside the Language Arts classroom after explicit and systematic instruction of literacy processes has occurred, and when it is the most developmentally appropriate tool for the task being asked of the student

Mathematics
- Maximize instructional time by developing, posting, and consistently following a math schedule containing all required daily components.
- Model and expect students to use a problem-solving process by utilizing strategies included in Teacher Notes.
- Post and use classroom-created anchor charts in math classrooms.
- 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.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Use Bloom in Math student booklets in Kindergarten-5th grade and 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, Performance Matters, 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
  - Use district-approved 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 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 an Interactive Science Notebook in 1st-5th grades to record observations and demonstrate understanding of scientific concepts.
- Utilize the Science Study Guide (2nd-5th grades) to interpret diagrams and research/locate/generate information.
- Utilize the daily learning intention referenced in District Lessons at the start of each science block.
- Facilitate and maintain a student-created Interactive Word Wall in 2nd-5th grades.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Model the thought process utilized when analyzing scientific questions in 2nd-5th grades.
- Analyze data from observations and experiences to derive meaning, along with recurring themes and concepts.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and academic language.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and 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:
  o Use Chromebook devices to engage in face-to-face and digital collaboration
  o Locate and access information and resources stored in different platforms such as Google Drive and Schoology
  o Collect and represent data using digital tools such as digital microscopes, Google Suite, etc.
  o Communicate and share conclusions using digital tools

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
- Utilize technology to encourage music composition as appropriate
- 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.
- Design open-ended lessons that highlight student voice, creativity, and problem-solving approaches.
- Introduce a range of media, techniques, and processes, including technology (e.g., digital tools) to foster creativity, support skill development, and encourage original outcomes through engaging art projects and research opportunities.
- Explore visual art-related careers to connect learning with real-world opportunities.
- Encourage students to connect learning in art with other areas of knowledge, such as math, reading, science, and social studies.
- Reflect regularly on teaching practices to support continuous professional growth.
- Utilize the resources available to teachers, including the CFISD adopted instructional materials,CFISD Benchmarks, and CFISD Curriculum Standards.
- Incorporate technology to foster creativity through engaging digital art projects and relevant research opportunities.
- Encourage excellence by offering students various opportunities to compete and exhibit their work through contests and community events such as the Houston Rodeo School Art Contest, Texas Elementary Art Meet (TEAM contest), and campus or districtwide art exhibitions.