

Cypress-Fairbanks Independent School District

Gleason Elementary School

2025-2026

Mission Statement

Equip students today to impact tomorrow.

Vision

To build a solid foundation that leads to opportunities.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Gleason Elementary is a campus in Houston, Texas. Gleason is projected to serve 930 students in grades PK-5 during the 2025-26 school year, which is an increase from the previous year of 919.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Gleason'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 20, 2025, and again on September 29, 2025. The meetings were held in the library. We plan to meet again on November 17, 2025, February 23, 2026, and May 20, 2026, to review and revise the CNA as needed.

At the first meeting on May 20, 2025:

The committee completed the May CIP strategy evaluation for goals 1-8. The committee conducted a CIP summative evaluation where each of the performance objectives were reviewed. The committee also conducted a Needs Assessment with data mentioned below to begin drafting CIP needs and strategies. The title 1 budget was shared and approved by committee.

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

- Map
- mClass
- DPMs

- Benchmarks

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

Introductions were made and agenda was reviewed. The purpose of CPOC was reviewed. It was shared that members work with the principal to establish targets for student achievement and improvement. Together they develop/revise the CIP. It was shared that CPOC meets four times a year: Sept. Nov., Feb. and May. The purpose of the CIP was also shared. Campus update of the number of students was shared with the committee. Gleason has 940 students currently enrolled. Celebrations and areas to grow as a campus were noted. Gleason earned 5 of the 6 possible distinction designations. The committee finished the needs assessment and finalized strategies for the 25-26 school year. The 25-26 Parent & Family Engagement Policy was shared.

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 third grade students scored significantly below 4th and 5th grade students in reading for meets and masters. Through the root cause analysis process, we identified lack of instructional rigor in primary and the use of comprehension strategies to help students accurately respond to what they have read is impacting 3rd grade student achievement.

Our second identified priority problem in the area of student achievement is third grade students scored significantly below 4th and 5th grade student in math for approaches, meets and masters. Through the root cause analysis we identified the lack of rigor and the consistent use of a problem solving process in primary.

Our third identified priority problem is in the area of behavior management due to the number of students disrupting class . Through the root cause analysis process, we identified consistent class meetings, relationships established and restorative practices are no fully in place.

Student Achievement

Student Achievement Strengths

Gleason increased 7 points as compared to 23-24 school year. Our overall rating for the 24-25 school year is a 91. Student Achievement increased 6 points. School Growth increased 9 points. Relative Performance increased 4 points. Closing the Gap increased by 3 points. In reading and math, our 4th and 5th grade students outperformed our 3rd grade students in meets (10-11 points) and masters (16-19 points). Our high focus groups (AA and Hisp.) made growth. Overall, Gleason had an increase in approaches, meets and masters compared to the 23-24 school year. Reading increased 4 points in approaches, 6 points in meets and 3 points in masters. Math increased 6 points in approaches, 7 points in meets and 10 points in masters. Science increased 12 points in approaches, 8 points in meets and 3 points in masters.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Third grade students scored significantly below 4th and 5th grade students in reading for meets and masters.

Root Cause: The lack of instructional rigor in primary and the use of comprehension strategies to help students accurately respond to what they have read is impacting 3rd grade student achievement.

Problem Statement 2: Third grade students scored significantly below 4th and 5th grade students in math for approaches, meets and masters.

Root Cause: The lack of rigor and the consistent use of problem solving plan in primary.

Problem Statement 3: Our special education population was the lowest performing in all areas for approaches, meets and masters.

Root Cause: Content teachers lacking ownership of special education students and the use of accommodations used while in the general education classroom.

Problem Statement 4: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps.

Root Cause: Need to deepen economically disadvantaged/at-risk student academic understandings/build schema and need to provide supplemental staffing support such as: Behavior Interventionist, Reading Interventionists and Testing Coordinator.

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 10%.

Increase in the number of positive office referrals and Tiger Stripe Shout Outs.

All safety drills conducted as planned.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The number of students in crisis throughout the instructional day is disrupting the learning environment in many of our primary classrooms.

Root Cause: The need to provide additional training on how to distract and disengage student behaviors, restorative practices and replacement behaviors. The need for parent trainings.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following is reported as positives (above 93%) according to the Employee Perception Survey:

Opportunities exist for me to think for myself.

Opportunities for professional growth are available.

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

Information is available to help me do my job effectively.

Opportunities are available to provide input.

Procedures have been implemented to keep me safe at work.

Quality work is expected of me.

Collaboration is encouraged and practiced.

Various forms of feedback are given to me to help me improve my performance.

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: There are not enough opportunities to discuss my concerns with my campus administrators.

Root Cause: The number of "red" calls for students in crisis during the instructional day.

Family and Community Engagement

Family 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.

Parents were pleased with the various events held::

Tiger Express, Curriculum Night, Veterans Day, Adventure Dash, Choir Performances, Family Dance Night, Reading and Math Night, Multicultural Night, Gleason Horizon Showcase, PK/K Transition Night, Field Trips, Career Day, Field Day and demos.

Problem Statements Identifying Family 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

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 41% 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	Formative Reviews		
Strategy 1: Instructional Focus: Student achievement of third grade students in reading for meets and masters Strategy: Teachers will create systematic and explicit, rigorous small group lessons with a focus on comprehension to help students accurately respond to what they have read. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Instructional Specialist, Assistant Principal and Principal.	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: Student achievement of third grade students in math for approaches, meets, and masters. Strategy: Teachers will utilize rigorous whole and small group instruction and teach students a consistent problem solving plan in primary grades. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Instructional Specialist, Assistant Principals and Principal.	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: Student behavior management Strategy: Teachers will strengthen the implementation of consistent class meetings, relationship-building practices, and restorative practices across all classrooms. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Behavior Interventionist, Counselors and Testing Coordinator.	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
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. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Accomplished
Strategy 5 Details	Formative 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: Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable

Strategy 6 Details	Formative 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. Strategy's Expected Result/Impact: Salaries: The 2.5 support staff members -- the Testing Coordinator, Behavior Interventionist, and 0.5 Reading Interventionist -- will collaborate to address students' academic and behavioral goals. Their roles will include providing targeted interventions, monitoring student progress, and supporting classroom teachers in implementing strategies that promote academic growth and positive behavior outcomes. Extra Duty Pay: Teachers will work with groups of students during after-school tutoring sessions to provide targeted instruction and support aimed at increasing student achievement. Tutoring will focus on reinforcing core content skills, addressing learning gaps, and promoting mastery of grade-level standards. Temporary Worker: Temporary workers will be hired to work with small groups of students during the instructional day to provide targeted instruction and support aimed at increasing student achievement in the area of reading. Instructional Supplies: Supplies will be purchased to ensure teachers and students have the necessary materials to effectively implement classroom instruction, small-group interventions, and restorative practices. Parental Involvement: We will increase parental involvement throughout the year by hosting engaging events such as Tiger Express, Curriculum Night, and Family Night to strengthen the home-school connection. Staff members will maintain consistent communication with families through various methods, including newsletters, phone calls, digital platforms, and parent conferences, to keep families informed and actively involved in supporting student success. Staff Responsible for Monitoring: Teachers Instructional Specialists Assistant Principals Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 7 Details	Formative Reviews		
Strategy 7: Improving Student Engagement: By the end of the 2025-2026 school year, Gleason will have teachers committed to implementing student-led activities that promote leadership, engagement, and ownership of learning. Strategy's Expected Result/Impact: Increased teacher participation in implementing student-led lessons and projects. Higher levels of student engagement, responsibility, and confidence. Evidence of student voice and leadership in classroom and campus activities. Strengthened relationships between students and teachers through shared learning experiences. Staff Responsible for Monitoring: Campus Leadership	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable

Strategy 8 Details	Formative Reviews		
Strategy 8: Improving Student Engagement: By the end of the 2025-2026 school year, Gleason will provide students with at least 1-2 opportunities to participate in after-school activities, supporting engagement, enrichment, and personal growth. Strategy's Expected Result/Impact: Every student will have access to at least 1-2 after-school activities during the school year. Increased student engagement, attendance, and participation in extracurricular opportunities. Development of social, leadership, and academic skills beyond the regular school day. Strengthened school culture and positive student-teacher relationships through shared experiences. Staff Responsible for Monitoring: Campus Leadership	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 9 Details	Formative Reviews		
Strategy 9: 4-5: Foundational TEKS will be taught daily utilizing Structured Literacy Lessons. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Accomplished
 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 95% 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
Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Foundational TEKS will be taught daily utilizing Structured Literacy Lessons. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	Some Progress	Considerable	Accomplished
No Progress Accomplished Continue/Modify Discontinue			

District Goal 5: 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 5.1: 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
Summative Evaluation: Met Objective

Strategy 1 Details	Formative 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	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished
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

Summative Evaluation: Met 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. 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: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Moderate Progress	 Accomplished
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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: Increase the overall student attendance rate to 96.30% by the end of the school year through proactive monitoring, targeted interventions, and community engagement. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 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 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

Summative Evaluation: Met 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
	 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 2 Details	Formative 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. 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
	 Moderate Progress	 Moderate Progress	 Accomplished

Strategy 3 Details	Formative 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. 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	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Accomplished
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course. 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. Staff Responsible for Monitoring: Principal, Assistant Principal(s)	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Accomplished
 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 by 1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports
Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Teachers will be recognized for perfect attendance each month. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 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 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. Strategy's Expected Result/Impact: Students will meet or exceed the targets Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
 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 5%.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: By the end of the 2025-2026 school year, Gleason will increase the number of Facebook followers by 15% to enhance school-to-home communication, promote campus events, and strengthen family and community engagement. Strategy's Expected Result/Impact: A 15% increase in Facebook followers by the end of the 2025-2026 school year. Increased parent and community engagement, as shown by higher post interactions (likes, comments, shares). Improved communication between school and families, leading to greater participation in campus activities and stronger school-community relationships. Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Specialists.	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: By the end of the 2025-2026 school year, Gleason will post at least three pieces of content per week on social media highlighting student success, campus achievements, and community events to increase family and community engagement. Strategy's Expected Result/Impact: Consistent weekly posting of at least three high-quality updates. Increased family and community awareness of school activities. Stronger school-community relationships and improved perception of the campus culture. Progress toward achieving a 15% increase in Facebook followers by the end of the school year. Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Specialists.	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress

Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: By the end of the 25-26 school year, Gleason will implement a multi-faceted approach to strengthen parent and community involvement: Family Engagement Events: Host events such as Tiger Express, Curriculum Night, Horizon's Showcase, Family Night, etc. to encourage families to participate in school activities and celebrate student achievements. Consistent Communication: Staff will maintain ongoing communication with families using newsletters, phone calls, emails, social media updates, and conferences to provide timely information and celebrate student success. Strategy's Expected Result/Impact: Increased parent attendance at school events. Stronger two-way communication between home and school. Greater community involvement in school programs and initiatives. Staff Responsible for Monitoring: Campus Leadership	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Accomplished
Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: By the end of the 25-26 school year, Gleason will actively create opportunities for parents and community members to engage with the school through volunteering and partnerships. This will include assisting with classroom activities, supporting after-school programs, participating in campus events, and collaborating on enrichment initiatives. Strategy's Expected Result/Impact: Increased parent and community participation in school programs and events. Enhanced student support through additional adult involvement in academic and extracurricular activities. Strengthened school-community relationships, fostering a culture of collaboration and shared responsibility for student achievement. Staff Responsible for Monitoring: Campus Leadership	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Principal (there is only 1)	Christine Melancon	Principal (there is only 1)
Teacher #1	Kate Smith	PK Teacher
Teacher #2	Meredith Fenley	Kinder Teacher
Teacher #3	Destiny Cahoe	1st Grade Teacher
Teacher #4	Ann Brown	2nd Grade Teacher
Teacher #5	Carolyn Luna	3rd Grade Teacher
Teacher #6	Delariz Perales	4th Grade Teacher
Teacher #7	Kiesha Tate	5th Grade Teacher
Teacher #8	Praneeta Sisco	Life SkillsTeacher
Other School Leader (Nonteaching Professional) #1	Amanda Crume	Instructional Specialist
Other School Leader (Nonteaching Professional) #2	Caroline Trahan	Instructional Specialist
Other School Leader (Nonteaching Professional) #3	Sarah Emmott	Behavior Interventionist
Other School Leader (Nonteaching Professional) #4	Kim Alvarado	Assistant Principal
Paraprofessional #1	Yesenia Rivas Hernandez	Paraprofessional #1
Paraprofessional #2	Amanda Razo	Paraprofessional #2
Administrator (LEA) #1	Laurie Abreo	Administrator (LEA) #1
Administrator (LEA) #2	Tijuana Guidry	Administrator (LEA) #2
Parent #1	Melissa Knight	Parent #1
Parent #2	Danny Gallardo	Parent #2
Community Member #1	Carole Smith	Community Member #1
Community Member #2	Community Member 2	Community Member #2
Business Representative #1	Jason Culpepper	Business Representative #1
Business Representative #2	Ken Senchel	Business Representative #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

Gleason

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	78%	80%	82%	84%	86%
Meets or Above	53%	56%	59%	62%	65%
Masters Grade Level	28%	31%	34%	37%	40%

2025-26	Target Check
82%	Met District Strategic Target
57%	Met District Strategic Target
34%	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	52%	54%			
African Am.	26%	28%			
Hispanic	49%	51%			
Eco. Dis.	44%	46%			
EB	44%	46%			
SPED	25%	27%			
Highly Mobile	0%	2%			
High Focus	48%	50%			

2025-26	Target Check
56%	Met Reading Board Outcome Target
35%	Met Reading Board Outcome Target
53%	Met Reading Board Outcome Target
47%	Met Reading Board Outcome Target
47%	Met Reading Board Outcome Target
33%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
51%	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	45%	47%			
African Am.	16%	18%			
Hispanic	41%	43%			
Eco. Dis.	34%	36%			
EB	28%	30%			
SPED	31%	33%			
Highly Mobile	0%	2%			
High Focus	39%	41%			

2025-26	Target Check
51%	Met Math Board Outcome Target
22%	Met Math Board Outcome Target
47%	Met Math Board Outcome Target
37%	Met Math Board Outcome Target
33%	Met Math Board Outcome Target
33%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
43%	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	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
					2026	%	#	%	#	#	%	%	#	%
					#									
Reading	3	Gleason	ES4	All	138	81%	120	87%	52%	77	56%	20%	38	28%
Reading	3	Gleason	ES4	Hispanic	68	79%	57	84%	49%	36	53%	15%	14	21%
Reading	3	Gleason	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Gleason	ES4	Asian	14	100%	14	100%	71%	11	79%	36%	6	43%
Reading	3	Gleason	ES4	African Am.	23	68%	17	74%	26%	8	35%	*	5	22%
Reading	3	Gleason	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Gleason	ES4	White	27	89%	26	96%	56%	17	63%	*	10	37%
Reading	3	Gleason	ES4	Two or More	6	82%	6	100%	82%	5	83%	45%	3	50%
Reading	3	Gleason	ES4	Eco. Dis.	95	73%	70	74%	44%	45	47%	13%	15	16%
Reading	3	Gleason	ES4	EB	45	74%	34	76%	44%	21	47%	*	5	11%
Reading	3	Gleason	ES4	At-Risk	52	68%	36	69%	43%	23	44%	13%	8	15%
Reading	3	Gleason	ES4	SPED	21	50%	11	52%	*	7	33%	*	3	14%
Reading	3	Gleason	ES4	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Gleason	ES4	High Focus	101	74%	76	75%	48%	52	51%	15%	17	17%
Reading	4	Gleason	ES4	All	138	84%	117	85%	62%	88	64%	39%	57	41%
Reading	4	Gleason	ES4	Hispanic	70	82%	64	91%	53%	42	60%	27%	22	31%
Reading	4	Gleason	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Gleason	ES4	Asian	16	96%	16	100%	85%	14	88%	63%	11	69%
Reading	4	Gleason	ES4	African Am.	21	45%	17	81%	*	10	48%	*	7	33%
Reading	4	Gleason	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Gleason	ES4	White	20	92%	20	100%	71%	15	75%	50%	12	60%
Reading	4	Gleason	ES4	Two or More	11	*	9	82%	*	7	64%	*	5	45%
Reading	4	Gleason	ES4	Eco. Dis.	88	80%	71	81%	51%	46	52%	24%	22	25%
Reading	4	Gleason	ES4	EB	51	67%	35	69%	31%	17	33%	*	5	10%
Reading	4	Gleason	ES4	At-Risk	52	73%	39	75%	40%	22	42%	16%	9	17%
Reading	4	Gleason	ES4	SPED	15	42%	7	47%	*	3	20%	*	1	7%
Reading	5	Gleason	ES4	All	153	81%	133	87%	62%	103	67%	36%	64	42%
Reading	5	Gleason	ES4	Hispanic	84	78%	68	81%	55%	47	56%	24%	21	25%
Reading	5	Gleason	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	5	Gleason	ES4	Asian	27	100%	27	100%	93%	26	96%	80%	22	81%
Reading	5	Gleason	ES4	African Am.	12	71%	9	75%	43%	6	50%	*	3	25%
Reading	5	Gleason	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Gleason	ES4	White	25	96%	24	96%	79%	20	80%	57%	15	60%
Reading	5	Gleason	ES4	Two or More	5	*	5	100%	*	4	80%	*	3	60%
Reading	5	Gleason	ES4	Eco. Dis.	95	74%	71	75%	49%	48	51%	28%	28	29%
Reading	5	Gleason	ES4	EB	56	74%	42	75%	40%	23	41%	17%	10	18%
Reading	5	Gleason	ES4	At-Risk	92	69%	64	70%	43%	41	45%	16%	16	17%
Reading	5	Gleason	ES4	SPED	23	38%	9	39%	*	5	22%	*	2	9%
Math	3	Gleason	ES4	All	138	66%	100	72%	45%	70	51%	19%	35	25%
Math	3	Gleason	ES4	Hispanic	68	59%	44	65%	41%	32	47%	15%	13	19%
Math	3	Gleason	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Gleason	ES4	Asian	14	93%	14	100%	57%	9	64%	*	5	36%
Math	3	Gleason	ES4	African Am.	23	47%	14	61%	*	5	22%	*	2	9%
Math	3	Gleason	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Gleason	ES4	White	27	78%	22	81%	67%	19	70%	33%	11	41%
Math	3	Gleason	ES4	Two or More	6	91%	6	100%	73%	5	83%	*	4	67%
Math	3	Gleason	ES4	Eco. Dis.	95	59%	57	60%	34%	35	37%	12%	15	16%
Math	3	Gleason	ES4	EB	45	51%	24	53%	28%	15	33%	13%	10	22%

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count	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
					2026	%	#	%	%	#	%	%	#	%
					#									
Math	3	Gleason	ES4	At-Risk	52	51%	27	52%	33%	18	35%	17%	10	19%
Math	3	Gleason	ES4	SPED	21	38%	9	43%	31%	7	33%	*	5	24%
Math	3	Gleason	ES4	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Gleason	ES4	High Focus	101	60%	62	61%	39%	43	43%	16%	19	19%
Math	4	Gleason	ES4	All	138	75%	110	80%	53%	76	55%	35%	52	38%
Math	4	Gleason	ES4	Hispanic	70	71%	55	79%	42%	31	44%	22%	18	26%
Math	4	Gleason	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Gleason	ES4	Asian	16	93%	17	106%	78%	15	94%	59%	12	75%
Math	4	Gleason	ES4	African Am.	21	45%	12	57%	*	7	33%	*	5	24%
Math	4	Gleason	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Gleason	ES4	White	20	79%	18	90%	67%	16	80%	46%	12	60%
Math	4	Gleason	ES4	Two or More	11	*	8	73%	*	7	64%	*	5	45%
Math	4	Gleason	ES4	Eco. Dis.	88	65%	58	66%	41%	37	42%	22%	20	23%
Math	4	Gleason	ES4	EB	51	67%	35	69%	33%	18	35%	*	5	10%
Math	4	Gleason	ES4	At-Risk	52	60%	32	62%	34%	18	35%	14%	8	15%
Math	4	Gleason	ES4	SPED	15	32%	5	33%	*	3	20%	*	1	7%
Math	5	Gleason	ES4	All	153	79%	127	83%	56%	93	61%	34%	60	39%
Math	5	Gleason	ES4	Hispanic	84	76%	65	77%	45%	39	46%	24%	21	25%
Math	5	Gleason	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	Gleason	ES4	Asian	27	100%	27	100%	93%	25	93%	73%	20	74%
Math	5	Gleason	ES4	African Am.	12	50%	7	58%	36%	5	42%	*	2	17%
Math	5	Gleason	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Gleason	ES4	White	25	96%	24	96%	82%	21	84%	57%	15	60%
Math	5	Gleason	ES4	Two or More	5	*	4	80%	*	3	60%	*	2	40%
Math	5	Gleason	ES4	Eco. Dis.	95	70%	67	71%	42%	41	43%	24%	24	25%
Math	5	Gleason	ES4	EB	56	68%	39	70%	30%	18	32%	11%	7	13%
Math	5	Gleason	ES4	At-Risk	92	67%	63	68%	34%	32	35%	15%	15	16%
Math	5	Gleason	ES4	SPED	23	42%	10	43%	25%	6	26%	*	2	9%
Science	5	Gleason	ES4	All	153	75%	122	80%	39%	70	46%	17%	34	22%
Science	5	Gleason	ES4	Hispanic	84	70%	60	71%	27%	24	29%	9%	10	12%
Science	5	Gleason	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	Gleason	ES4	Asian	27	100%	27	100%	80%	22	81%	40%	12	44%
Science	5	Gleason	ES4	African Am.	12	54%	7	58%	*	5	42%	*	3	25%
Science	5	Gleason	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Gleason	ES4	White	25	93%	24	96%	64%	17	68%	29%	8	32%
Science	5	Gleason	ES4	Two or More	5	*	4	80%	*	2	40%	*	1	20%
Science	5	Gleason	ES4	Eco. Dis.	95	65%	63	66%	27%	27	28%	12%	12	13%
Science	5	Gleason	ES4	EB	56	66%	38	68%	23%	14	25%	*	5	9%
Science	5	Gleason	ES4	At-Risk	92	62%	58	63%	19%	18	20%	7%	7	8%
Science	5	Gleason	ES4	SPED	23	35%	9	39%	*	5	22%	*	2	9%

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.