

# Cypress-Fairbanks Independent School District

## Gleason Elementary School

2023-2024



# Mission Statement

We will work together to empower students to be 21<sup>st</sup> century leaders.

## Vision

To build a solid foundation that leads to opportunities.

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### SCHOOL PROFILE

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

#### COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

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

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

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

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

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

## **SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES**

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

Our first identified priority problem is in the area of student achievement, specifically students in 3rd and 4th grade reading did not make incremental growth for approaches, meets and masters. Through the root cause analysis process, we identified teachers in all grade levels need to consistently plan for systematic and explicit small groups.

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

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

# Student Achievement

## Student Achievement Strengths

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

### Math:

3rd grade:

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

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

Above the district and cluster in Eco.Dis for masters

4th grade:

Increased in African American and Eco. Dis.

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

5th grade:

Increased in Emergent Bil. At-Risk and Sped

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

### Reading:

3rd grade:

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

Above the district and cluster in White and Emergent Bil.

Above the district and cluster in Sped masters.

4th grade:

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

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

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

5th grade:

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

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

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

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

**Science:**

Increased in Emergent Bil., At-Risk and Sped

Above the district and cluster in White and Sped for approaches

Above the district in Sped for meets

Above the district in Sped for masters

**Problem Statements Identifying Student Achievement Needs**

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

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

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

**Problem Statement 4:** Students are beginning the 2023-24 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

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

## School Culture and Climate

### School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate.

Decrease of out of placements by 5%.

Increase in the number of positive office referrals.

All safety drills conducted as planned.

### Problem Statements Identifying School Culture and Climate Needs

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

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Strengths

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

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

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

Information is available to help me do my job effectively.

Quality work is expected of me.

Information related to my job is accessible.

I am clear about my job responsibilities.

Quality work is expected of students.

Decisions are data driven.

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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



## Parent and Community Engagement

### Parent and Community Engagement Strengths

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

Parent involvement increased from the previous year.

Increase in Watch DOG dads on campus.

High turn out for parent nights.

### Problem Statements Identifying Parent and Community Engagement Needs


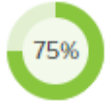

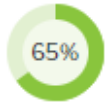


**Problem Statement 1:** The number of bilingual parent volunteers is low. **Root Cause:** The campus needs to provide a meeting on how bilingual parents can best support our campus.







# Goals







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

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

**Evaluation Data Sources:** STAAR RLA, Math, and Science

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> RLA: Teachers will create systematic and explicit small group plans for the varied learners in their classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed attached CIP target tables</p> <p><b>Staff Responsible for Monitoring:</b> Instructional specialist, AP and Principal</p>	<b>Formative</b>		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Math: Utilize whole and small group instruction to teach students a consistent problem solving plan in order to have students think critically and logically about math problems.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed attached CIP target tables</p> <p><b>Staff Responsible for Monitoring:</b> Instructional specialist, AP and Principal</p>	<b>Formative</b>		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Science: Provide students with hand-on labs through whole and small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed attached CIP target tables</p> <p><b>Staff Responsible for Monitoring:</b> Instructional specialist, AP and Principal</p>	<b>Formative</b>		
	Nov	Feb	May
			




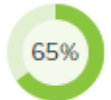




Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: Teachers will use data to determine what skills students need to be taught or retaught in an effort to recoup for the loss of direct instruction during the spring semester. This will occur during 30 minutes of Tiger Time each day.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Specialist Assistant Principals Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Students will be given the opportunity to participate in a variety of before and/or after school clubs. Students will also have an opportunity to participate in the following: -Student Leadership Opportunities -Fine Arts Showcase -Gleason Horizon's Showcase -Choir Programs -District Spelling Bee</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Librarian Teachers Assistant Principal Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> At-risk students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Temporary Workers- Temp workers will be hired to work with students during Tiger Time and large group in reading and math to increase student achievement.            2. Salaries- A behavior interventionist and .5 reading interventionist will work with students/staff to reach campus behavior and academic goals.            3. Extended Day Pay- Teachers will be paid to plan and tutor students after school.            4. Instructional Materials- Supplies will be purchased to enhance lessons in an effort to meet or exceed targets on state assessments.            5. PBIS Supplies- Students will earn incentives/reinforcers using their Tiger bucks. An emphasis on positive behavior supports will assist the campus in minimizing tier 2 and 3 behaviors.            6. Parent Involvement- Parent involvement will be increased throughout the year during Math Night, Literacy Night, Watch DOG dads, etc. Staff will communicate this in various modes of communication.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers            Instructional Specialists            Assistant Principals            Principal</p>	Formative		
	Nov	Feb	May
			
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**Goal 1: Academic Achievement:** The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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







**Evaluation Data Sources:** STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Before/After School Program: Students who did not pass the Reading or Math STAAR by 4-6 items will attend before/after school tutoring three times a month. Students in 1st and 2nd Grade who did not meet standard on the EOY Reading and Math DPM will attend tutoring two-three times a month.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2023-2024 school year, students in grade 2 who attend tutoring will make progress in reading on the MOY and EOY DPM. By the end of the 2023-2024 school year, students in grades 3-5 will increase their STAAR score by 5% points.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Professional Staffing: Core Content Area Interventionist in Math will be hired to work with students to improve their academic performance.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the current school year, 3rd-5th Grade Math STAAR scores will increase by at least 5%</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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


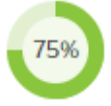




**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> State Compensatory Education: Provide supplementary support to students identified as at-risk.  <b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on the attached data table  <b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 1: Student Safety:** By the end of the 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	Formative Reviews		
<p><b>Strategy 1:</b> Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

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

**Evaluation Data Sources:** Student attendance records









Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



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

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







**Evaluation Data Sources:** Discipline reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Violence Prevention:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Restorative Discipline:</b> 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.</p> <p>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.</p> <p>Monthly monitoring, feedback and updates will be provided by the PBIS committee.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be equipped with self-management strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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







**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: Teachers will be recognized for perfect attendance each month.  <b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 5%.  <b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

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







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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Use CF-TESS process to determine each teacher's individual professional development needs. Work to provide the needed professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will meet or exceed the targets set on the attached CIP data table.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: Consistent communication will be provided to the families and community through Twitter, Facebook, Remind, Instagram, parent newsletters, Smore, and the Gleason website.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# 2023-2024 CPOC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Principal	Christine Melancon	Principal
Teacher #1	Meredith Gugel	Teacher #1
Teacher #2	Alisha Jackson	Teacher #2
Teacher #3	Valeria Cruz	Teacher #3
Teacher #4	Kailee Moorehead	Teacher #4
Teacher #5	Carolyn Luna	Teacher #5
Teacher #6	Vi Nguyen	Teacher #6
Teacher #7	Adaly Garcia	Teacher #7
Teacher #8	Danon Hollinger	Teacher #8
Other School Leader (Nonteaching Professional) #1	Caroline Trahan	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Amanda Crume	Other School Leader (Nonteaching Professional) #2
Administrator (LEA) #1	Hollie Sailors	Administrator (LEA) #1
Parent #1	Bree Murphy	Parent #1
Parent #2	Paige Brown	Parent #2
Community Member #1	Megan Culpepper	Community Member #1
Business Representative #1	Jason Culpepper	Business Representative #1
Paraprofessional #1	Praneeta Sisco	Paraprofessional #1
Other School Leader (Nonteaching Professional) #3	Kari Thompson	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Kimberly Alvarado	Other School Leader (Nonteaching Professional) #4

# Addendums



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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023	#	%	%		#	%	%		#	%	%	
					#	#	%	%		#	%	%		#	%	%	
Math	3	Gleason	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Gleason	ES 4	White	27	26	96%	97%	1%	19	70%	75%	5%	9	33%	50%	17%
Math	3	Gleason	ES 4	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Gleason	ES 4	Eco. Dis.	100	60	60%	65%	5%	31	31%	36%	5%	13	13%	20%	7%
Math	3	Gleason	ES 4	LEP Current	51	33	65%	70%	5%	10	20%	25%	5%	*	*	*	*
Math	3	Gleason	ES 4	At-Risk	79	48	61%	66%	5%	17	22%	27%	5%	5	6%	11%	5%
Math	3	Gleason	ES 4	SPED	20	7	35%	40%	5%	*	*	*	*	*	*	*	*
Math	4	Gleason	ES 4	All	122	93	76%	81%	5%	61	50%	55%	5%	31	25%	30%	5%
Math	4	Gleason	ES 4	Hispanic	62	47	76%	81%	5%	28	45%	50%	5%	9	15%	25%	10%
Math	4	Gleason	ES 4	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Gleason	ES 4	Asian	18	17	94%	95%	1%	14	78%	83%	5%	10	56%	65%	9%
Math	4	Gleason	ES 4	African Am.	16	9	56%	61%	5%	*	*	*	*	*	*	*	*
Math	4	Gleason	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Gleason	ES 4	White	18	13	72%	77%	5%	12	67%	72%	5%	6	33%	50%	17%
Math	4	Gleason	ES 4	Two or More	7	6	86%	91%	5%	*	*	*	*	*	*	*	*
Math	4	Gleason	ES 4	Eco. Dis.	80	56	70%	75%	5%	27	34%	39%	5%	13	16%	20%	4%
Math	4	Gleason	ES 4	LEP Current	32	25	78%	73%	-5%	12	38%	43%	5%	7	22%	27%	5%
Math	4	Gleason	ES 4	At-Risk	75	50	67%	72%	5%	27	36%	41%	5%	12	16%	21%	5%
Math	4	Gleason	ES 4	SPED	12	6	50%	55%	5%	*	*	*	*	*	*	*	*
Math	5	Gleason	ES 4	All	137	109	80%	85%	5%	71	52%	57%	5%	20	15%	30%	15%
Math	5	Gleason	ES 4	Hispanic	69	52	75%	80%	5%	30	43%	48%	5%	*	*	*	*
Math	5	Gleason	ES 4	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Gleason	ES 4	Asian	24	24	100%	100%	0%	20	83%	88%	5%	7	29%	50%	21%
Math	5	Gleason	ES 4	African Am.	15	9	60%	65%	5%	*	*	*	*	*	*	*	*
Math	5	Gleason	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Gleason	ES 4	White	18	17	94%	95%	1%	15	83%	88%	5%	8	44%	60%	16%
Math	5	Gleason	ES 4	Two or More	11	7	64%	69%	5%	*	*	*	*	*	*	*	*
Math	5	Gleason	ES 4	Eco. Dis.	84	63	75%	80%	5%	36	43%	48%	5%	6	7%	15%	8%
Math	5	Gleason	ES 4	LEP Current	37	29	78%	83%	5%	21	57%	62%	5%	*	*	*	*
Math	5	Gleason	ES 4	At-Risk	84	63	75%	80%	5%	36	43%	48%	5%	6	7%	15%	8%
Math	5	Gleason	ES 4	SPED	19	14	74%	79%	5%	6	32%	37%	5%	*	*	*	*
Science	5	Gleason	ES 4	All	137	89	65%	70%	5%	49	36%	41%	5%	21	15%	25%	10%
Science	5	Gleason	ES 4	Hispanic	69	39	57%	62%	5%	17	25%	30%	5%	*	*	*	*
Science	5	Gleason	ES 4	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Gleason	ES 4	Asian	24	22	92%	97%	5%	13	54%	59%	5%	7	29%	35%	6%
Science	5	Gleason	ES 4	African Am.	15	7	47%	52%	5%	*	*	*	*	*	*	*	*
Science	5	Gleason	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Gleason	ES 4	White	18	16	89%	93%	4%	10	56%	61%	5%	5	28%	35%	7%
Science	5	Gleason	ES 4	Two or More	11	5	45%	50%	5%	5	45%	50%	5%	*	*	*	*
Science	5	Gleason	ES 4	Eco. Dis.	85	50	59%	64%	5%	25	29%	34%	5%	7	8%	15%	7%
Science	5	Gleason	ES 4	LEP Current	38	19	50%	55%	5%	8	21%	26%	5%	*	*	*	*



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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023	#	%	%		#	%	%		#	%	%	
					#	#	%	%		#	%	%		#	%	%	
Science	5	Gleason	ES 4	At-Risk	85	44	52%	57%	5%	20	24%	29%	5%	7	8%	15%	7%
Science	5	Gleason	ES 4	SPED	19	9	47%	52%	5%	5	26%	31%	5%	*	*	*	*