

Cypress-Fairbanks Independent School District

Jowell Elementary School

2023-2024



Mission Statement

Mission

Statement: We maximize every student's potential through rigorous and relevant learning experiences prep

Vision



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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Jowell Elementary, a campus in Katy Texas. Jowell Elementary opened its doors in 1986. Jowell Elementary is projected to serve 589 students in grades 3-5 during the 2023-2024 school year, which is a decrease from the previous year of 639.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

- District goals
- Campus goals
- Additional targeted support identification data
- STAAR
- Texas English Proficiency Assessment System
- CFISD benchmark data
- Discipline records
- Attendance data

Economically disadvantaged performance and participation data

Student surveys

Parent surveys

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The CPOC met on May 16, 2023, and again on September 25, 2023, to develop and finalize the CNA. The meetings were held in Jowell Library at 4:25 PM and 10:00 AM.

At the first meeting on May 16, 2023, Principal Kimberley Criswell divided the committee into 4 groups. The groups were math/

science, reading, culture, attendance and discipline, and the Zoom group. The groups reviewed the data and determined strengths and needs. Then they listed strategies that should be considered. The groups shared their information and everyone was able to make changes and a consensus was reached.

At the second meeting on the CPOC on September 25, 2023, principal Kimberley Criswell divided the committee into 5 groups. The groups were reading, math, science, Zoom and culture, discipline, and attendance. The groups reviewed data. Based on data, they determined strengths and needs, a problem statement, root cause, and strategies to address the root cause.

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 the need to increase achievement by moving more students to mastery of on-grade-level standards.

Through the root cause analysis process, we identified a need to increase teacher's knowledge of the content of the curriculum.

Our second identified priority problem is in the area of student achievement, specifically, Economically Disadvantaged students who performed lower than the other subgroups on tests. Through the root cause analysis process, we identified the need to increase the teacher's depth of content knowledge and use of relevant materials.

Our third identified priority problem is in the area of staff attendance specifically frequent absences. Through the root cause analysis process, we identified that uses most of the day provided annually.

Student Achievement

Student Achievement Strengths

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

Reading:

Overall SPED met target percentages in 3-5

White exceeded targets in 4th approaches and meets and 5th exceeded the targets in approaches, meets and masters.

Math:

4th exceeded targets in approaches, meets, and masters

4th tied the cluster in masters

5th exceeded the target by 1% in approaches

Science:

AA outscored the district and cluster in approaches.

SPED exceeded our target.

ED students met the target.

All students at met exceeded the cluster.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: We need to increase achievement by moving more students to mastery of on-grade-level standards **Root Cause:** RLA: Need to increase teacher's knowledge of content with curriculum

Problem Statement 2: Math: Economically Disadvantaged students performed lower than other subgroups on testing **Root Cause:** Math: Need to increase the teacher's depth of content knowledge and use of relevant materials

Problem Statement 3: Science: Emergent bilingual students performed below the targets in science **Root Cause:** Science: Teachers need to spiral concepts, increase content, and follow their schedule.

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.

Teachers collaborate during planning and model for each other.

Staff are willing to support each other.

Staff celebrate each other and recognize others' contributions.

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.

Staff appreciate the professional development provided to them.

They report administrative staff are available to them and opportunities exist for them to think for themselves.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff take off many days during the school year. **Root Cause:** Teacher/Paraprofessional Attendance: Staff believe they are given 10 days per year and should use them.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

Our parents like to participate in school events and are eager to volunteer.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents would like more opportunities to be involved in their child's education. **Root Cause:** Not enough information has been provided regarding academic support.


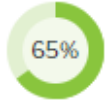







Goals








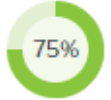

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.




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

Evaluation Data Sources: STAAR RLA, Math, and Science


Summative Evaluation: Significant progress made toward meeting Objective


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Utilize planning to ensure teachers are prepared for instruction by taking the following steps: before planning: read over the curriculum, read students' texts, and prepare questions, During planning: share ideas and stay on task. After planning: implement the plan.</p> <p>Strategy's Expected Result/Impact: Improved first instruction will result in improved test scores</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Utilize planning to ensure teachers are prepared for instruction with the content knowledge and by taking the following steps: arrive at planning knowing the what,. During planning: begin with the end in mind, discuss the content, and plan the how with real-world examples. After planning: implement the plan.</p> <p>Strategy's Expected Result/Impact: Improved first instruction will result in improved test scores</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Utilize planning to ensure teachers are prepared for instruction with the content knowledge and by taking the following steps: arrive at planning knowing the what, During planning: begin discussing the content, how to use word walls, and plan the how with real-world examples. After planning: implement the plan and follow the schedule.</p> <p>Strategy's Expected Result/Impact: Improved first instruction will result in improved test scores</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: individual and small group instruction during Power Up every day.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: IS/AP/Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Jaguar Leaders, Jowell Ambassadors, Choral Festival, Horizons Showcase, House Meetings, Run Club, Name That Book Competition, Spelling Bee, Skate Night, the school garden, school pets, author visits, baseball team, PALS, as well as guidance lessons.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <ol style="list-style-type: none"> 1. Temporary Workers -Provide interventions to students in order to meet or exceed targets on the attached CIP target table. 2. Salaries - At-Risk Specialist to support the needs of at-risk students and math tutor to support students in math. 3. Classroom supplies-Supplies are purchased for the classrooms to allow all students to access the curriculum. It includes supplies for art class, school supplies, teacher supplies, and items needed for hands-on activities, especially in science. 4. Online Learning subscriptions -Students utilize Reflex Learning and Legends of Learning to increase fact fluency and science knowledge. 5. Professional Development -The leadership team, teaching staff, and para-professionals will attend professional development both locally and out of state to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building to support the goal of meeting or exceeding the CIP target table. 6. Contract Services - (The Storyteller and MathLink Consultant) Students participate in lessons with the Storyteller and have follow-up lessons in the classroom to support writing. The math consultant supports teachers by increasing their content knowledge and strategies for delivering content. 7. Substitute pay - When the math tutor is absent or a staff member attends staff development. Title 1 funds will cover the cost of the substitute. 8. Parent Involvement - We will increase parent involvement throughout the year with events like Fall Family Night, Paws on Patrol, Spring Family Night, etc. We also use PBIS Rewards to communicate with parents regarding behavior. We will contract with HMNS and Karen Lowry to engage families during Fall Family Night. <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>30%</p> </div> <div style="text-align: center;">  <p>80%</p> </div> <div style="text-align: center;">  <p>100%</p> </div> </div>		

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional Staffing: Class Size Reduction Teacher in 3rd grade will be hired to work with students to improve their academic performance.</p> <p>Strategy's Expected Result/Impact: Students in class size reduction class will demonstrates a minimum of 6 months growth</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide intervention in small groups to close the gap for students with learning gaps.</p> <p>Strategy's Expected Result/Impact: Increased performance levels as measured by STAAR</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide instructional supplies for teachers to assist in closing the gap for students performing below grade-level standards.</p> <p>Strategy's Expected Result/Impact: Increased performance level on level as measured by STAAR</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: STAAR Data

Summative Evaluation: Met Objective

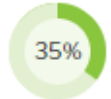









Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk. Utilize Zearn to address learning gaps for students in math.</p> <p>Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table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

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

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

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

Summative Evaluation: Met Objective











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Safety procedures from EOP will be reviewed two times per school year. Strategy's Expected Result/Impact: Increased knowledge and awareness of procedures. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: 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 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: Significant progress made toward meeting Objective











Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
<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 3: Restorative Discipline: The campus will use restorative discipline practices.

Evaluation Data Sources: Discipline reports








Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Counselors provide guidance lessons to teach coping skills and emotional regulation including check-ins for students needing extra support, support students in the use of Tipline, and WHO lessons.</p> <p>Strategy's Expected Result/Impact: Violent incidents will be 0%</p> <p>Staff Responsible for Monitoring: Counselors/APs/Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. We will utilize PBIS rewards to communicate with parents and students regarding behavior.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: AP/BC/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 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase to 95%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Staff will be recognized every nine weeks for attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by .1%. Staff Responsible for Monitoring: 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

Summative Evaluation: Exceeded Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Staff development will be provided by staff members based on needs as determined by walk-throughs, fly by's, goal setting, and planning discussions.</p> <p>Strategy's Expected Result/Impact: Teachers will gain more knowledge to improve instruction impacting student progress.</p> <p>LT will increase the coaching and support of teachers resulting in improved instruction.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 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 engagement will increase by 5%.

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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Provide meaningful opportunities for parents to interact with staff at Jowell such as Open House, Fall and Spring Parent Nights, Paws on Patrol, Jaguar Leader lunches, field days, Nature Trails, Donuts with Grown Ups, parent conferences, and increase electronic communication with parents.</p> <p>Strategy's Expected Result/Impact: Increase the number of volunteers by 10%</p> <p>PBIS Rewards will provide an additional method of communication with parents and increase parent involvement</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Addendums

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					2023	#	%	%		#	%	%		#	%	%	
					#												
Math	3	Jowell	ES 8	All	203	112	55%	64%	62%	50	25%	35%	26%	13	6%	11%	6%
Math	3	Jowell	ES 8	Hispanic	123	80	65%	70%	64%	32	26%	35%	26%	7	6%	11%	7%
Math	3	Jowell	ES 8	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Jowell	ES 8	Asian	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Jowell	ES 8	African Am.	58	21	36%	41%	50%	9	16%	25%	20%	*	*	*	*
Math	3	Jowell	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Jowell	ES 8	White	11	*	*	*	65%	*	*	*	47%	*	*	*	*
Math	3	Jowell	ES 8	Two or More	6	*	*	*	86%	*	*	*	*	*	*	*	*
Math	3	Jowell	ES 8	Eco. Dis.	167	88	53%	60%	62%	37	22%	30%	24%	9	5%	10%	6%
Math	3	Jowell	ES 8	Emergent Bilingual	59	36	61%	65%	61%	12	20%	25%	18%	*	*	*	*
Math	3	Jowell	ES 8	At-Risk	128	62	48%	55%	52%	20	16%	25%	19%	*	*	*	*
Math	3	Jowell	ES 8	SPED	30	5	17%	20%	17%	*	*	*	*	*	*	*	*
Math	4	Jowell	ES 8	All	202	137	68%	70%	50%	85	42%	45%	27%	30	15%	20%	8%
Math	4	Jowell	ES 8	Hispanic	115	85	74%	75%	59%	52	45%	46%	26%	14	12%	13%	4%
Math	4	Jowell	ES 8	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Jowell	ES 8	Asian	5	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Jowell	ES 8	African Am.	65	36	55%	56%	31%	19	29%	30%	24%	10	15%	15%	*
Math	4	Jowell	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Jowell	ES 8	White	13	11	85%	86%	*	9	69%	70%	*	*	*	*	*
Math	4	Jowell	ES 8	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Jowell	ES 8	Eco. Dis.	167	112	67%	68%	50%	64	38%	40%	26%	19	11%	12%	7%
Math	4	Jowell	ES 8	Emergent Bilingual	55	36	65%	66%	52%	17	31%	32%	22%	*	*	*	*
Math	4	Jowell	ES 8	At-Risk	145	91	63%	64%	40%	52	36%	37%	15%	12	8%	9%	*
Math	4	Jowell	ES 8	SPED	29	7	24%	25%	22%	*	*	*	*	*	*	*	*
Math	5	Jowell	ES 8	All	190	135	71%	78%	64%	63	33%	42%	38%	15	8%	15%	9%
Math	5	Jowell	ES 8	Hispanic	110	83	75%	78%	60%	43	39%	45%	33%	11	10%	15%	6%
Math	5	Jowell	ES 8	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Jowell	ES 8	Asian	6	6	100%	100%	*	5	83%	84%	*	*	*	*	*
Math	5	Jowell	ES 8	African Am.	60	36	60%	61%	65%	12	20%	29%	41%	*	*	*	14%
Math	5	Jowell	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Jowell	ES 8	White	7	6	86%	88%	93%	*	*	*	64%	*	*	*	*
Math	5	Jowell	ES 8	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Jowell	ES 8	Eco. Dis.	164	113	69%	70%	60%	52	32%	38%	35%	11	7%	12%	8%
Math	5	Jowell	ES 8	Emergent Bilingual	54	33	61%	65%	46%	13	24%	31%	16%	*	*	*	*
Math	5	Jowell	ES 8	At-Risk	155	106	68%	69%	57%	42	27%	36%	28%	9	6%	8%	6%

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level			
					2023	#	%	%		#	%	%		#	%	%		#	%	%
					#															
Math	5	Jowell	ES 8	SPED	23	13	57%	58%	21%	*	*	*	*	*	*	*	*			
Reading	3	Jowell	ES 8	All	206	135	66%	75%	76%	71	34%	40%	46%	22	11%	16%	21%			
Reading	3	Jowell	ES 8	Hispanic	126	88	70%	73%	75%	45	36%	40%	45%	15	12%	15%	16%			
Reading	3	Jowell	ES 8	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*			
Reading	3	Jowell	ES 8	Asian	3	*	*	*	*	*	*	*	*	*	*	*	*			
Reading	3	Jowell	ES 8	African Am.	58	32	55%	60%	77%	17	29%	33%	47%	*	*	*	30%			
Reading	3	Jowell	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*			
Reading	3	Jowell	ES 8	White	11	8	73%	75%	71%	*	*	*	47%	*	*	*	*			
Reading	3	Jowell	ES 8	Two or More	6	*	*	*	86%	*	*	*	*	*	*	*	*			
Reading	3	Jowell	ES 8	Eco. Dis.	170	107	63%	67%	77%	52	31%	35%	44%	16	9%	12%	18%			
Reading	3	Jowell	ES 8	Emergent Bilingual	60	36	60%	65%	77%	15	25%	30%	41%	*	*	*	10%			
Reading	3	Jowell	ES 8	At-Risk	131	73	56%	61%	68%	27	21%	25%	35%	*	*	*	11%			
Reading	3	Jowell	ES 8	SPED	30	12	40%	43%	36%	*	*	*	19%	*	*	*	*			
Reading	4	Jowell	ES 8	All	201	144	72%	75%	74%	71	35%	38%	39%	27	13%	15%	18%			
Reading	4	Jowell	ES 8	Hispanic	114	88	77%	78%	80%	41	36%	40%	40%	13	11%	15%	16%			
Reading	4	Jowell	ES 8	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*			
Reading	4	Jowell	ES 8	Asian	6	6	100%	100%	*	5	83%	84%	*	*	*	*	*			
Reading	4	Jowell	ES 8	African Am.	64	37	58%	60%	63%	17	27%	33%	33%	9	14%	15%	20%			
Reading	4	Jowell	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*			
Reading	4	Jowell	ES 8	White	13	11	85%	86%	67%	8	62%	63%	*	*	*	*	*			
Reading	4	Jowell	ES 8	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*			
Reading	4	Jowell	ES 8	Eco. Dis.	165	113	68%	70%	76%	51	31%	35%	39%	18	11%	12%	18%			
Reading	4	Jowell	ES 8	Emergent Bilingual	54	37	69%	70%	67%	13	24%	30%	30%	5	9%	12%	9%			
Reading	4	Jowell	ES 8	At-Risk	144	97	67%	68%	65%	41	28%	29%	26%	15	10%	11%	9%			
Reading	4	Jowell	ES 8	SPED	29	6	21%	40%	41%	*	*	*	*	*	*	*	*			
Reading	5	Jowell	ES 8	All	191	133	70%	75%	73%	85	45%	50%	52%	41	21%	25%	21%			
Reading	5	Jowell	ES 8	Hispanic	111	78	70%	78%	74%	52	47%	48%	53%	22	20%	21%	18%			
Reading	5	Jowell	ES 8	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*			
Reading	5	Jowell	ES 8	Asian	6	6	100%	100%	*	5	83%	84%	*	5	83%	84%	*			
Reading	5	Jowell	ES 8	African Am.	60	38	63%	64%	69%	22	37%	38%	47%	10	17%	19%	27%			
Reading	5	Jowell	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*			
Reading	5	Jowell	ES 8	White	6	5	83%	88%	79%	*	*	*	57%	*	*	*	*			
Reading	5	Jowell	ES 8	Two or More	6	*	*	*	*	*	*	*	*	*	*	*	*			
Reading	5	Jowell	ES 8	Eco. Dis.	165	111	67%	71%	72%	71	43%	44%	49%	31	19%	20%	20%			
Reading	5	Jowell	ES 8	Emergent Bilingual	55	31	56%	69%	63%	17	31%	35%	35%	7	13%	15%	14%			

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Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional “standard operating procedures.”

Curriculum and Instruction

- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions. Teacher teams, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students’ needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
 - use technology (including but not limited to Chromebooks, online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
 - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
 - develop academic language proficiency through speaking, reading, writing, and listening;
 - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
 - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master’s Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring

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

Assessment and Data Analysis

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

Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

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

Mathematics

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

Science

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

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

Elementary Physical Education/Health (K-5)

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

Elementary Music (K- 5)

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

Visual Arts (K–5)

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