Cypress-Fairbanks Independent School District

Lowery Elementary School

2023-2024

Mission Statement

District: We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global learners.

Lowery: Our commitment is to empower every student to reach their academic, behavioral and social/emotional potential as measured by state, district and individual standards by providing and safe and supportive environment.

Vision

District: LEAD: Learn, Empower, Achieve, Dream

Campus: We value all by ensuring a safe environment that empowers children to continuously grow socially, emotionally, and academically. We are Lowery.

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Needs Assessment Overview Summary

SCHOOL PROFILE

(School Name) is a campus in (CIty), Texas. (School Name) opened its doors in (year). (School Name) is projected to serve (number of students) students in grades (school grade levels) during the 2023-2024 school year, which is an (increase or decrease) from the previous year of (number of students at the end of 2022-23).

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

BULLET THE SPECIFIC DATA PIECES REVIEWED

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on (MEETING DATE IN MAY 2023) and again on (MEETING DATE IN AUGUST OR SEPTEMBER) to develop and finalize the CNA. The meetings were held in (MEETING LOCATIONS ON THE CAMPUS AND THE TIME OF THE MEETING).

At the first meeting on (MEETING DATE IN MAY 2023), principal (ENTER PRINCIPAL NAME) (describe what happened at the meeting).

At the second meeting on (MEETING DATE IN AUGUST or SEPTEMBER 2023), the CPOC (describe what happened at the meeting).

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 (EXPLAIN THE PROBLEM). Through the root cause analysis process, we identified (EXPLAIN THE ROOT CAUSE).

Our second identified priority problem is in the area of student achievement, specifically (EXPLAIN THE PROBLEM). Through the root cause analysis process, we identified (EXPLAIN THE ROOT CAUSE).

Our third identified priority problem is in the area of (SELECT SOMETHING OTHER THAN STUDENT ACHIEVEMENT...EX: DISCIPLINE OR ATTENDANCE), specifically (EXPLAIN THE PROBLEM). Through the root cause analysis process, we identified (EXPLAIN THE ROOT CAUSE).

Student Achievement

Student Achievement Strengths

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

- Reviewing STAAR RLA data, 54%-74% of Lowery students achieved meets.
- Reviewing STAAR Math data, 47%-54% of Lowery students achieved meets.
- Reviewing STAAR science data, 38% of Lowery students achieved meets.
- Reading accuracy improved overall in grades 3-5.
- Math benchmark data shows that 3rd grade students in ESL had the most growth.
- 3rd-5th grade math benchmark data shows all students identified as AA, Hispanic showed growth.
- Map testing shows overall growth in science.
- Primary data shows improvement with use of our phonemic awareness program.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Students struggle with decoding, encoding and applying foundational skills. **Root Cause:** RLA: Students do not apply foundational skills to their reading. We need to use individual data to intentionally plan for small groups focusing on foundational skills.

Problem Statement 2: Math: Students have gaps in foundational math skills such as subtraction, double digit addition, regrouping, multiplication and division. **Root Cause:** Math: Systems are not in place to target small group instruction to address foundational gaps.

Problem Statement 3: Science: Students do not apply prior knowledge of science and the constructive writing protocol. **Root Cause:** Science: There is a new structure for writing constructive responses in Science.

Problem Statement 4: Students are beginning the 2023-24 school year with learning gaps. **Root Cause:** Post pandemic, our students working to learn missed material.

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.

- The staff at Lowery feel safe.
- All staff feel they have the opportunity to think for themselves.
- 100% of the staff feel the work asked of them relates to their job responsibilities.
- Staff at Lowery feel the information related to their job is accessible.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Staff want more feedback in various forms and opportunities to collaborate.   **Root Cause:** Lowery does not have additional plannings focused on data digs and collaboration about students and instructional needs. Lowery will continue to find opportunities for meaningful feedback in various forms.

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.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: With a focus on first instruction, staff attendance is a priority. **Root Cause:** Teacher/Paraprofessional Attendance: Staff are absent due to illness, family illness and family needs. As a campus, our staff are held accountable for their attendance.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

- Parents enjoy the events at Lowery both during school hours and in the evenings.
- 88% of parents that completed the survey feel they have a voice at Lowery to provide feedback and share ideas.
- Parents report wanting more information on ways to help their children in academics. They suggested a parent resource check out system and opportunities to teach parents how use resources to help their child at home.

Problem Statements Identifying Parent and Community Engagement Needs
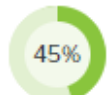
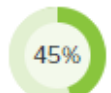**Problem Statement 1:** Parents need access to materials to help their children at home and would like opportunities to ask questions and share input and feedback.   **Root Cause:** Materials are sent home at parents nights but Lowery does not have a resource center for parents to check out materials. Lowery has not had an open forum for feedback in several years.

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		
Strategy 1: RLA: Using individual student data, teachers will intentionally plan and carry out daily small group instruction focusing on foundational skills as measured by lesson plans and monitoring notebooks.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal	50%	75%	90%

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Based on individual student data, teachers will plan deliver small group instruction to address gaps in basic math skills as measured by lesson plans and monitoring notebooks.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal	45%	65%	90%

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Students will apply the new structure for writing constructed responses to answer questions in science on daily work and exams.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal	45%	60%	95%

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
	35%	65%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: targeted small group instruction focused on number sense and number connections, revision and editing strategies, and building comprehension and phonemic awareness. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal	Formative		
	Nov	Feb	May
	40%	70%	100%

Strategy 6 Details	Formative Reviews		
Strategy 6: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: such as Lowery's GT Showcase, Student Council, Principal's Advisory Club, Choir, student mentoring, technology showcase, maker space, STEAM nights, field trips, grade level programs and art showcases. **Strategy's Expected Result/Impact:** Meet or exceed the STAAR targets on the attached data table **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
	35%	70%	100%

Strategy 7 Details	Formative Reviews		
Strategy 7: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.	Formative		
	Nov	Feb	May

Strategy's Expected Result/Impact
Title I Campuses: Write in specific results/impacts for EACH FUND SOURCE item listed below:
 	
1. Salaries - The class-size reduction reading teacher in 5th grade will assist in lowering the student to teacher ratio assisting in meeting our students' goals in all content areas. The additional paraprofessional will be trained in tutoring and behavior strategies for specific grade level content to provide push in instruction and the additional part time reading interventionist will work with struggling students.
 	
2. Temporary Workers -Temporary Workers will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table.
 	
3 . 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 and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.
 	
4. High quality supplies increase connections and learning of teachers and administrators.
 	
5. High quality digital resources help students practice and retain new skills.
 	
6. High quality juvenile level books for our library
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, Instructional Specialists, Assistant Principals, Teachers
	75%	85%	100%

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

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

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

    Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		

Strategy 1: Extended Instructional Time (Closing the Gaps): Temporary Worker will be hired to work with students to improve their academic performance.
    Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, all students will meet standards on end of year assessments and make growth on Map testing.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	**Feb**	**May**
	50%	75%	100%
Strategy 2 Details	**Formative Reviews**		

Strategy 2: Professional Staffing: Class Size Reduction Teacher in 5th grade will be hired to work with students to improve their academic performance.
    Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, all students in 5th grade will meet standards on the end of year assessment in all subjects.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	**Feb**	**May**
	100%	100%	100%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

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

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	50%	80%	100%

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

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

Performance Objective 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		
Strategy 1: Campus Safety: Discuss safety concerns through staff table talks and implement procedural changes to ensure student safety.	Formative		
Strategy's Expected Result/Impact: Monitor arrival and dismissal, make and monitor adjustments to student traffic flow, classroom design with Fire Marshal guidelines and monitor and enforce campus visitor policy **Staff Responsible for Monitoring:** Principal, Assistant Principal, campus staff	**Nov**	**Feb**	**May**
	75%	90%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.	Formative		
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	45%	75%	100%

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

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

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 96% or higher.

    Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 96% overall attendance rate.	**Formative**		
Strategy's Expected Result/Impact: 96% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	50%	75%	100%
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**		
Strategy's Expected Result/Impact: 96% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	45%	75%	100%

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

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

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline practices.
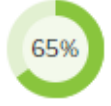
Evaluation Data Sources: Discipline reports

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. Staff will teach and reinforce Bringing Out the Best lessons in combination with additional lessons/interventions as needed by specific students, with additional learning opportunities for students new to Lowery.
 	
    Strategy's Expected Result/Impact: Violent incidents will continue to be 0%
    Staff Responsible for Monitoring: Staff, Behavior Interventionist, Assistant Principals, Counselors, Principal
	Formative		

	Nov	Feb	May
	35%	75%	100%

Strategy 2 Details	Formative Reviews		

Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Staff will model, role play, provide choices, and conference with students in order to teach students to disagree, respond to 'no', and handle conflict without engaging in physical contact or being a classroom disruption.
 	
    Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.
    Staff Responsible for Monitoring: Staff, Behavior Interventionist, Assistant Principals, Counselors, Principal
	Formative		

	Nov	Feb	May
	40%	70%	100%

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

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 10%, outside of COVID-19 related absences.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: All staff will be held accountable for their attendance through open communication, conversations, campus procedures for personal days and evaluations. Likewise, staff with perfect attendance will be celebrated at the end of each 9 weeks.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%. **Staff Responsible for Monitoring:** Principal and Assistant Principal	35%	65%	100%
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

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

Performance Objective 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		
Strategy 1: High-Quality Professional Development: Yearly, 2-5 teachers have an opportunity to attend Capturing Kids' Hearts and campus driven professional development. Staff are encouraged to share interest that align with our campus and district goals. Additionally, we will seek to provide additional training on new curriculum and foundational skills.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Capturing Kids' Hearts focuses on building strong relationships as well as learning to look at student behavior with the function of behavior lens. The result is a positive school and classroom culture where children feel connected, take academic risks and learn from their mistakes. Campus Driven PD spotlights staff who showcase strategies, ideas, instructional practices and classroom management strategies to improve lessons and class culture. **Staff Responsible for Monitoring:** Principal, Assistant Principals and Instructional Specialists	50%	80%	100%

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

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

Performance Objective 1: By the end of the current school year, parent and family engagement will increase, as measured by parent conferences and attendance at parent events. For schoolwide events, our goal is for 45% of our families to participate, which is a 12% increase.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Staff will continue to partner with parents and seek specific feedback on ways Lowery can support our students and families at home. Feedback will be offered in multiple ways including QR forms, surveys and conversations.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%, as measured by parent conferences, attendance at curriculum nights and newsletters. **Staff Responsible for Monitoring:** All staff	50%	75%	100%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

2023-2024 CPOC

Committee Role	Name	Position
Teacher #8	Stephanie Drymond	Teacher
Other School Leader (Nonteaching Professional) #1	Kathy Haskins	Other School Leader (Nonteaching Professional)
Other School Leader (Nonteaching Professional) #4	Kathy Tubbs	Other School Leader (Nonteaching Professional)
Other School Leader (Nonteaching Professional) #3	Elaine Waier	Other School Leader (Nonteaching Professional)
Paraprofessional #2	Terri Kmiecik	Paraprofessional
Paraprofessional #1	Cindy Austin	Paraprofessional
Business Representative #2	Denise Bridges	Business Representative
Business Representative #1	Michelle Wyatt	Business Representative
Community Member #2	Ceil McDonald	Community Member
Community Member #1	Summer Fritsche	Community Member
Parent #2	Erin Miller	Parent
Parent #1	Kyla Brown	Parent
Administrator (LEA) #2	Katie Nelson	Administrator (LEA)
Administrator (LEA) #1	Kerrie Turner	Administrator (LEA)
Other School Leader (Nonteaching Professional) #2	Jill Manning	Other School Leader (Nonteaching Professional)
Other School Leader (Nonteaching Professional) #1	Susan Mueller	Other School Leader (Nonteaching Professional)
Teacher #8	Lauren Vystosky	Teacher
Teacher #7	Daijah Howell	Teacher
Teacher #6	Courtney Rodd	Teacher
Teacher #5	Jeni Fleck	Teacher
Teacher #4	Amy Mullen-Baxter	Teacher
Teacher #3	Traci Mays	Teacher
Teacher #2	Alex Iglesias	Teacher
Teacher #1	Debbie Neumann	Teacher
Principal	April Wright	Principal

Addendums

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023	2023: Approaches Grade Level		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
					#	#	%	%	%	#	%	%	%	#	%	%	%
Math	3	Lowery	ES 3	All	123	90	73%	80%	84%	58	47%	55%	50%	23	19%	25%	20%
Math	3	Lowery	ES 3	Hispanic	62	41	66%	76%	80%	22	35%	41%	44%	6	10%	20%	12%
Math	3	Lowery	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Lowery	ES 3	Asian	4	*	*	*	100%	*	*	*	83%	*	*	*	*
Math	3	Lowery	ES 3	African Am.	18	12	67%	75%	89%	9	50%	55%	*	*	*	*	*
Math	3	Lowery	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Lowery	ES 3	White	29	25	86%	91%	90%	18	62%	67%	58%	10	34%	40%	23%
Math	3	Lowery	ES 3	Two or More	10	9	90%	95%	*	7	70%	75%	*	5	50%	55%	*
Math	3	Lowery	ES 3	Eco. Dis.	66	42	64%	70%	77%	24	36%	41%	35%	7	11%	20%	16%
Math	3	Lowery	ES 3	Emergent Bilingual	16	9	56%	70%	73%	*	*	*	47%	*	*	*	*
Math	3	Lowery	ES 3	At-Risk	49	28	57%	70%	68%	14	29%	35%	41%	*	*	*	15%
Math	3	Lowery	ES 3	SPED	22	9	41%	70%	45%	5	23%	30%	25%	*	*	*	*
Math	4	Lowery	ES 3	All	145	100	69%	80%	74%	76	52%	60%	51%	42	29%	35%	28%
Math	4	Lowery	ES 3	Hispanic	72	47	65%	75%	69%	37	51%	56%	49%	16	22%	30%	20%
Math	4	Lowery	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Lowery	ES 3	Asian	6	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Lowery	ES 3	African Am.	30	14	47%	70%	62%	6	20%	25%	*	*	*	*	*
Math	4	Lowery	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Lowery	ES 3	White	33	31	94%	99%	79%	26	79%	85%	57%	19	58%	64%	36%
Math	4	Lowery	ES 3	Two or More	4	*	*	*	100%	*	*	*	71%	*	*	*	71%
Math	4	Lowery	ES 3	Eco. Dis.	90	53	59%	70%	62%	36	40%	45%	36%	16	18%	25%	14%
Math	4	Lowery	ES 3	Emergent Bilingual	20	10	50%	70%	44%	8	40%	45%	33%	*	*	*	*
Math	4	Lowery	ES 3	At-Risk	75	35	47%	70%	58%	19	25%	30%	26%	10	13%	20%	9%
Math	4	Lowery	ES 3	SPED	26	10	38%	70%	50%	*	*	*	*	*	*	*	*
Math	5	Lowery	ES 3	All	138	111	80%	90%	82%	73	53%	60%	56%	26	19%	25%	28%
Math	5	Lowery	ES 3	Hispanic	65	54	83%	90%	88%	30	46%	51%	53%	9	14%	20%	22%
Math	5	Lowery	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Lowery	ES 3	Asian	6	5	83%	90%	83%	*	*	*	*	*	*	*	*
Math	5	Lowery	ES 3	African Am.	19	13	68%	75%	44%	6	32%	40%	28%	*	*	*	*
Math	5	Lowery	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Lowery	ES 3	White	43	36	84%	90%	94%	30	70%	75%	74%	13	30%	35%	43%
Math	5	Lowery	ES 3	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Lowery	ES 3	Eco. Dis.	70	53	76%	85%	77%	31	44%	50%	41%	6	9%	15%	14%
Math	5	Lowery	ES 3	Emergent Bilingual	24	16	67%	75%	79%	8	33%	40%	32%	*	*	*	*
Math	5	Lowery	ES 3	At-Risk	63	39	62%	72%	67%	16	25%	30%	33%	*	*	*	13%

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023	2023: Approaches Grade Level		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
					#	#	%	%		#	%	%		#	%	%	
Math	5	Lowery	ES 3	SPED	17	12	71%	81%	48%	5	29%	35%	24%	*	*	*	*
Reading	3	Lowery	ES 3	All	123	100	81%	85%	85%	67	54%	60%	73%	28	23%	30%	43%
Reading	3	Lowery	ES 3	Hispanic	62	49	79%	85%	82%	32	52%	57%	70%	10	16%	25%	36%
Reading	3	Lowery	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Lowery	ES 3	Asian	4	*	*	*	100%	*	*	*	100%	*	*	*	83%
Reading	3	Lowery	ES 3	African Am.	18	14	78%	85%	89%	9	50%	55%	67%	*	*	*	*
Reading	3	Lowery	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Lowery	ES 3	White	29	25	86%	91%	90%	17	59%	64%	74%	7	24%	30%	52%
Reading	3	Lowery	ES 3	Two or More	10	9	90%	95%	*	7	70%	75%	*	6	60%	65%	*
Reading	3	Lowery	ES 3	Eco. Dis.	66	49	74%	80%	77%	28	42%	50%	65%	9	14%	20%	39%
Reading	3	Lowery	ES 3	Emergent Bilingual	16	11	69%	79%	73%	*	*	*	60%	*	*	*	47%
Reading	3	Lowery	ES 3	At-Risk	49	32	65%	75%	74%	14	29%	50%	56%	5	10%	15%	38%
Reading	3	Lowery	ES 3	SPED	22	10	45%	70%	55%	*	*	*	35%	*	*	*	*
Reading	4	Lowery	ES 3	All	145	115	79%	85%	85%	83	57%	62%	58%	46	32%	40%	38%
Reading	4	Lowery	ES 3	Hispanic	72	57	79%	85%	78%	41	57%	62%	55%	22	31%	40%	27%
Reading	4	Lowery	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Lowery	ES 3	Asian	6	5	83%	89%	*	*	*	*	*	*	*	*	*
Reading	4	Lowery	ES 3	African Am.	30	19	63%	70%	85%	10	33%	40%	46%	*	*	*	*
Reading	4	Lowery	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Lowery	ES 3	White	33	31	94%	99%	93%	26	79%	85%	57%	17	52%	60%	50%
Reading	4	Lowery	ES 3	Two or More	4	*	*	*	100%	*	*	*	100%	*	*	*	86%
Reading	4	Lowery	ES 3	Eco. Dis.	90	65	72%	77%	74%	42	47%	55%	41%	22	24%	30%	21%
Reading	4	Lowery	ES 3	Emergent Bilingual	20	11	55%	70%	72%	7	35%	45%	44%	*	*	*	*
Reading	4	Lowery	ES 3	At-Risk	75	49	65%	75%	75%	25	33%	45%	32%	10	13%	20%	11%
Reading	4	Lowery	ES 3	SPED	26	11	42%	70%	57%	*	*	*	18%	*	*	*	*
Reading	5	Lowery	ES 3	All	139	130	94%	99%	85%	97	70%	75%	64%	62	45%	50%	46%
Reading	5	Lowery	ES 3	Hispanic	66	59	89%	95%	92%	46	70%	75%	60%	27	41%	46%	35%
Reading	5	Lowery	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Lowery	ES 3	Asian	6	6	100%	100%	*	6	100%	100%	*	5	83%	88%	*
Reading	5	Lowery	ES 3	African Am.	19	18	95%	100%	72%	7	37%	45%	44%	*	*	*	33%
Reading	5	Lowery	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Lowery	ES 3	White	43	42	98%	100%	89%	35	81%	86%	80%	24	56%	61%	66%
Reading	5	Lowery	ES 3	Two or More	5	5	100%	100%	*	*	*	*	*	*	*	*	*
Reading	5	Lowery	ES 3	Eco. Dis.	71	67	94%	100%	84%	40	56%	61%	58%	20	28%	35%	33%
Reading	5	Lowery	ES 3	Emergent Bilingual	25	21	84%	95%	58%	12	48%	55%	37%	5	20%	25%	*

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023	2023: Approaches Grade Level		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
					#	#	%	%	%	#	%	%	%	#	%	%	%
Reading	5	Lowery	ES 3	At-Risk	64	56	88%	95%	72%	30	47%	55%	37%	12	19%	25%	22%
Reading	5	Lowery	ES 3	SPED	18	14	78%	85%	63%	5	28%	35%	21%	*	*	*	*
Science	5	Lowery	ES 3	All	139	103	74%	80%	74%	53	38%	45%	39%	32	23%	30%	24%
Science	5	Lowery	ES 3	Hispanic	66	49	74%	80%	77%	22	33%	40%	38%	11	17%	25%	19%
Science	5	Lowery	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Lowery	ES 3	Asian	6	6	100%	100%	*	*	*	*	*	*	*	*	*
Science	5	Lowery	ES 3	African Am.	19	7	37%	70%	39%	*	*	*	*	*	*	*	*
Science	5	Lowery	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Lowery	ES 3	White	43	38	88%	95%	89%	23	53%	60%	51%	16	37%	44%	43%
Science	5	Lowery	ES 3	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Lowery	ES 3	Eco. Dis.	71	47	66%	75%	64%	17	24%	30%	22%	9	13%	20%	11%
Science	5	Lowery	ES 3	Emergent Bilingual	25	17	68%	75%	53%	6	24%	30%	26%	*	*	*	*
Science	5	Lowery	ES 3	At-Risk	64	34	53%	70%	50%	10	16%	25%	19%	*	*	*	11%
Science	5	Lowery	ES 3	SPED	18	11	61%	70%	42%	*	*	*	*	*	*	*	*

CYPRESS-FAIRBANKS ISD
Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

Elementary Content Area
Standard Expectations

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

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

Science

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

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

Elementary Physical Education/Health (K-5)

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

Elementary Music (K- 5)

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

Visual Arts (K–5)

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