Cypress-Fairbanks Independent School District

Owens Elementary School

2023-2024

Mission Statement

Owens Elementary School will foster scholars who achieve at their highest level through engaging instruction, high expectations, and a community of trust and respect.

Vision

We will provide great first instruction to all of our students.

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Owens is a campus in Houston, Texas. Owens opened its doors in 1983. Owens is projected to serve 776 students in grades Pre-K-5 during the 2023-2024 school year, which is a decrease from the previous year of 784.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

- TAPR Report Data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Assessment Data

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The CPOC met on May 12, 2023 and again on September 13, 2023. to develop and finalize the CNA. The meetings were held in the library at Owens at 7:45 am.

At the first meeting on May 12, 2023, Principal Amy Frank The meeting started with Amy Frank, our school principal, sharing how our Title 1 funds, are being used to pay for Math ESSER and Math and reading interventionist, 4 paraprofessionals' salaries, storyteller visits, book for Christmas, before and after school tutoring, paper, ink and we also for ½ the list of school supplies for students cutting the price for the parents to ½. current. We hired a primary interventionist to help with Kinder and 1st-grade students, there is a high percentage of SPED students because of COVID-19, and adding a Reading Interventionist will help them get on level. Amy Frank talked about this being our third year receiving ESSER funds. Nurse Angela Garcia, shared that this year she had a total of 4800 clinic visits including medications. This year

we provided vision exams and helped students get a certificate for free glasses. Math and Science Instructional Specialist, Kimberly Benigno shared our Math Checkpoint data, 2nd and 3rd grades are on top of their cluster. Online testing has been an additional challenge for students. Mrs. Benigno also talked about how Science testing has its challenges but teachers have become creative to help students show their strategies. Both of our Behavior Interventionists, Mrs. Treviño and Mrs. Ojo shared with the CPOC members our referral numbers and explained the different levels. May Madness was created as our end-of-year behavior incentive. We started Fun Friday to collect money and a total of 150 prizes were purchased, May Madness has positively improved behavior. Counselors talked about the STEAM program, 16 girls were invited to participate in the program and were awarded for best presentation. The program explains how math and science are used in the real world. Our science garden produced 340 lbs of vegetables this year. Jim Swanke our gardener is retiring at the end of this school year, Stephanie Baker has been hired for next year and will keep the science garden.

At the second meeting on September 13, the CPOCAgenda items • Welcome • Purpose of CPOC and introductions • STAAR Results • Current Enrollment • Focus this year: Support • Title 1 Budget • Attendance Awareness The meeting started with Dr. Amy Frank explaining the purpose of CPOC (Campus Performance Objectives Committee). It is a legal requirement that we meet 4 times a year, to talk about our plan, data, and money. Owens gets federal money, and we need to have a plan for spending money. Members of the CPOC Committee were introduced. Our Science and Math Instructional Specialist, Kimberly Benigno shared our STAAR Results. The state changed the STAAR test last year, we are compared to about 25 different schools across the state that look like us. We look at our district school data and based on their results, it helps us understand if we are on the right track. Our grades results went down due to this being the first year of students taking the test on a computer. Comparing our numbers from district data, we are above our cluster, and now that teachers understand tests and students understand the tools, we expect to be better this year. Our enrollment numbers are over-projection. We are projected to have 776 students, but we are at 793 and it is not evenly sprinkled. We are 50 students over in kindergarten, and the max is 22 per class, we have put in support where needed but we now need to find 2 kindergarten teachers. There is a teacher shortage, we want to keep our people here, and we are working hard to support our staff and students. Behavior Coach, Laura Treviño explained our PBIS rewards new platform for positive behavior in school. It is completely digital, students, staff, and parents can have immediate access to student's discipline data. It was a significant purchase, financially, but we think is a good positive reinforcement tool. Title 1 is a federally funded program designed to reinforce the basic and advanced skills of students who are struggling in school. Title 1 is part of the No Child Left Behind Act passed by Congress in 2002. A school is selected as a Title I school based on the number of families within its boundaries who are eligible for free or reduced-price meals. Our Title 1 budget is primarily used on salaries, we can have a grade-level paraprofessional, reading interventionist, garden program, PBIS reward, and purchase a lot of school supplies for students. Since COVID attendance has been down, and that equals millions of dollars for the district. Every single day of attendance means how much money the district gets to use, low attendance impacts a lot. We are pushing the attendance awareness publicity program from the district. We created a dashboard that shows our percentage per grade level to make students aware.

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 Reading: Our AA population is performing below the district and cluster levels. Through the root cause analysis process, we identified Reading: Lessons need to be engaging and teachers need to use motivational strategies.

Our second identified priority problem is in the area of student achievement, specifically Math: AA students' performances are lower than other student groups. Through the root cause analysis process, we identified Math: The math curriculum builds year to year and students have many different gaps in Math concepts, therefore it is hard for teachers to individualize instruction

Our third identified priority problem is in the area of staff attendance. Specifically, teachers' and paras' absence rate is higher than student attendance rate. Through the root cause analysis process, we identified Staff has overextended themselves due to the additional expectations and requirements in the classroom, feeling the need to take mental health days.

Student Achievement

Student Achievement Strengths

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

- 5th grade reading 29% Masters

- 3rd grade Math - Masters was significantly above others in our cluster

- 4th grade Math - Masters was significantly above the others in our cluster

- 5th grade Math - Masters was significantly above the others in our cluster

- 4th grade Reading SpEd Meets and Masters above others in our cluster and district

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: AA students' performances are lower than other student groups   **Root Cause:** RLA: Teachers have to prepare for many different levels of instruction to meet the needs of all students

Problem Statement 2: Math: AA students' performances are lower than other student groups   **Root Cause:** Math: The math curriculum builds year to year and students have many different gaps in Math concepts, therefore it is hard for teachers to individualize instruction

Problem Statement 3: Science: AA students' performances are lower than other student groups   **Root Cause:** Science: Students have many different gaps in Science concepts; therefore, it is hard for teachers to individualize instruction to fill the gaps.

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.

- School-wide teams that compete throughout the year in academics, behavior, and culture

- PBIS rewards system to recognize desired behaviors

- Student and Staff recognition/celebration days

- Stable staff, with few turnovers

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We have a high mobility rate   **Root Cause:** We need to create opportunities for all students to know the expectations and be able to connect positively with the school culture

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.

- according to the EPS there was a significant increase in opportunities are available to provide input and to discuss concerns with campus administrators

- according to the EPS there was a significant increase in staff feeling appreciated

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Teachers and paras' absence rate is higher than student attendance   **Root Cause:** Teacher/Paraprofessional Attendance: Staff has overextended themselves due the additional expectations and requirements in the classroom, feeling the need to take mental health days.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

 - we have counselor parent book studies

- multi-cultural night, field trip chaperones, school volunteers

- able to provide gifts and food for students during the holiday with community support

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Most of our parents work and are not available to be engaged with the school **Root Cause:** We need to provide different opportunities for parent engagement at various times and electronically

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: Teachers will implement meaningful, skill-based, small group reading instruction that is data-driven. We will provide planning opportunities for teachers to further develop their capacity to implement effective reading instruction. We will utilize .5 reading interventionists and paraeducators to help struggling readers using Title 1 funds. Teachers will provide before and after-school tutoring.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, AP, and IS	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: We will provide training to improve teacher capacity in math content, use of manipulatives, academic vocabulary, goal setting, differentiation, purposeful small group teaching, and data-driven planning to support students' academic growth. Teachers will provide before and after-school tutoring.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, AP, and IS	20%	60%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Provide professional development to improve student growth in vertically aligned critical reading skills and academic vocabulary.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CPI target table. **Staff Responsible for Monitoring:** Principal, AP and IS	30%	70%	100%

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
	40%	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: Small group and individualized instruction. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, AP, and IS.	Formative		
	Nov	Feb	May
	75%	85%	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: PBIS Rewards, large group tutoring, mentors, SNAPP Buddies, PALS, grade-level field trips class meetings, and College Week activities. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, AP, IS, Counselors and BI.	Formative		
	Nov	Feb	May
	80%	85%	100%

Strategy 7 Details	Formative Reviews

Strategy 7: At Risk: Deepen understanding of and address specific academic needs of the ED, AA, and EL student groups in an effort to address the needs of all students, particularly 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: Meet or exceed the targets on the attached CIP target tables.
With Title I support, Adam will implement the following measures:
1. Temporary Workers -Temporary Workers will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table.

2. Salaries - .5 reading interventionist and instructional paraprofessionals will assist with meeting our students' goals in all content areas.

3. Library Books -We will increase the circulation of library books to develop stronger reading strategies and comprehension, assisting in meeting instructional targets and goals.

4. Classroom library books- We will develop stronger readers by purchasing classroom library books.

5 . Professional Development -The leadership team, teaching staff, and para-professionals will attend professional development 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.

6. Contract Services - (Garden) In the garden, students are provided with relevant, hands-on learning opportunities in the garden to support our science curriculum.

7. Substitute pay - When the class size reduction teacher is absent, Title 1 funds will cover the cost of the substitute.

8. PBIS Supplies - Students will earn incentives using their PBIS rewards app. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP.

9. Extended Day pay - Staff members will be paid for training, tutoring, and planning outside of the school day that supports our instructional and behavioral goals as specified in the CIP.

10. Parent Involvement - We will increase parent involvement throughout the year with events like Scavenger Hunt Night, music programs, etc.   Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement.

11. School supplies/workroom supplies- We will provide some school supplies for each student.
Staff Responsible for Monitoring: Principal

Nov: 60% Feb: 75% May: 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: Before/After School Program: All teachers will provide before of after school tutoring.	**Formative**		
Strategy's Expected Result/Impact: Students who are in before or after school tutoring will improve their academic performance incrementally by 10% from tailored remediation provided by their teacher. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	100%	100%	100%
Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Core Content Area Interventionist in Math will be hired to work with classroom teachers to support students in class and also pull out for extra remediation.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: All of the students that the Math Interventionists will have incremental growth that equals at least 10% throughout the year. **Staff Responsible for Monitoring:** Principal	100%	100%	100%
Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Development: Marcia Kish will come in and train our teachers on using MAP data that is student and skill-specific and to guide our small group use both in the classroom and in before and after school tutoring.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed targets on attached data table **Staff Responsible for Monitoring:** Principal	N/A	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.
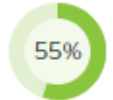
Evaluation Data Sources: STAAR Data

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	70%	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: The campus has a safety committee. The committee will insure that all safety measures required by the district are implemented and recorded.	Formative		
Strategy's Expected Result/Impact: Staff members and parents will be aware of the safety measures in place at Owens. **Staff Responsible for Monitoring:** Principal and AP	Nov	Feb	May
	65%	70%	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.	Nov	Feb	May
	55%	65%	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 95% 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 95% overall attendance rate.	Formative		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	35%	50%	90%

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: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	20%	35%	90%

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 work with students to build relationships and to identify root causes of student behavior to prevent discipline referrals. * Students, staff, and community will be aware of CY-Fair Tipline and understand how to use it. * Code of Conduct talks held within the first three weeks of school and in spring semester. *Implement and present monthly Bringing Out the Best lessons covering bullying, suicide, dating violence, social media, etc. Model and support a positive climate aligned with PBIS/ Capturing Kids Hearts.	**Formative**		
	Nov	Feb	May
	20%	35%	100%
Strategy's Expected Result/Impact: Violent Incidents will be 0% **Staff Responsible for Monitoring:** Principal, BI, AP, Counselors, Teachers, PBIS Leadership Team			

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 work with students to build relationships and to identify root causes of student behavior to prevent discipline referrals. - PBIS Rewards - Morning check-ins - Class meetings - Behavior contracts	**Formative**		
	Nov	Feb	May
	50%	55%	100%
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** AP and BI			

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 5%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We will monitor staff attendance monthly and award prizes for good attendance.	**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%. **Staff Responsible for Monitoring:** Campus Secretary Principal	**Nov**	**Feb**	**May**
	35%	45%	70%

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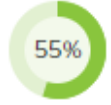
Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.
-Vertical planning
- Ruby Payne Framework staff development
- book studies

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

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Curriculum Conversations PD, Digital Learning Conference, Behavior Summit, Building Math Minds PD.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teachers implement new strategies that will increase content capacity and provide improved instruction and decreased learning gaps. **Staff Responsible for Monitoring:** ISs	55%	60%	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 by 10%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Parents will be invited to participate in multiple events throughout the year in person or virtually; such as Open House, Scavenger Hunt Night, Field Day, Multicultural Night, choir performances, and chaperoning field trips. All students will receive a book to take home and read with their families during the holiday break.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%. **Staff Responsible for Monitoring:** Principal IS APs Counselors Teachers	100%	80%	100%
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

2023-2024 CPOC

Committee Role	Name	Position
Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Other School Leader (Nonteaching Professional) #3	Other School Leader (Nonteaching Professional) #3
Paraprofessional #2	Paraprofessional #2	Paraprofessional #2
Paraprofessional #1	Paraprofessional #1	Paraprofessional #1
Business Representative #2	Business Representative #2	Business Representative #2
Business Representative #1	Business Representative #1	Business Representative #1
Community Member #2	Community Member #2	Community Member #2
Community Member #1	Community Member #1	Community Member #1
Parent #2	Parent #2	Parent #2
Parent #1	Parent #1	Parent #1
Administrator (LEA) #2	Administrator (LEA) #2	Administrator (LEA) #2
Administrator (LEA) #1	Administrator (LEA) #1	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Other School Leader (Nonteaching Professional) #2	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Other School Leader (Nonteaching Professional) #1	Other School Leader (Nonteaching Professional) #1
Teacher #8	Teacher #8	Teacher #8
Teacher #7	Teacher #7	Teacher #7
Teacher #6	Teacher #6	Teacher #6
Teacher #5	Teacher #5	Teacher #5
Teacher #4	Teacher #4	Teacher #4
Teacher #3	Teacher #3	Teacher #3
Teacher #2	Teacher #2	Teacher #2
Teacher #1	Teacher #1	Teacher #1
Principal	Amy Frank	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 #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level
Math	3	Owens	ES 5	All	107	82	77%	80%	70%	48	45%	50%	33%	18	17%	25%	8%
Math	3	Owens	ES 5	Hispanic	47	38	81%	85%	71%	23	49%	54%	32%	9	19%	25%	*
Math	3	Owens	ES 5	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Owens	ES 5	Asian	8	5	63%	70%	100%	*	*	*	*	*	*	*	*
Math	3	Owens	ES 5	African Am.	28	17	61%	65%	54%	8	29%	35%	23%	*	*	*	*
Math	3	Owens	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Owens	ES 5	White	16	15	94%	95%	83%	10	63%	68%	44%	5	31%	35%	*
Math	3	Owens	ES 5	Two or More	5	5	100%	100%	*	*	*	*	*	*	*	*	*
Math	3	Owens	ES 5	Eco. Dis.	73	53	73%	77%	65%	26	36%	40%	27%	8	11%	15%	*
Math	3	Owens	ES 5	Emergent Bilingual	29	19	66%	70%	74%	8	28%	32%	18%	*	*	*	*
Math	3	Owens	ES 5	At-Risk	56	40	71%	75%	69%	19	34%	40%	25%	7	13%	20%	*
Math	3	Owens	ES 5	SPED	14	8	57%	12%	46%	*	*	*	21%	*	*	*	*
Math	4	Owens	ES 5	All	98	72	73%	75%	66%	46	47%	50%	44%	18	18%	22%	16%
Math	4	Owens	ES 5	Hispanic	48	34	71%	75%	68%	17	35%	40%	45%	6	13%	20%	15%
Math	4	Owens	ES 5	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Owens	ES 5	Asian	9	9	100%	100%	67%	9	100%	100%	*	*	*	*	*
Math	4	Owens	ES 5	African Am.	25	15	60%	65%	50%	9	36%	40%	33%	*	*	*	*
Math	4	Owens	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Owens	ES 5	White	12	11	92%	95%	77%	9	75%	80%	54%	5	42%	45%	*
Math	4	Owens	ES 5	Two or More	3	*	*	*	86%	*	*	*	*	*	*	*	*
Math	4	Owens	ES 5	Eco. Dis.	72	49	68%	75%	67%	27	38%	42%	41%	9	13%	19%	13%
Math	4	Owens	ES 5	Emergent Bilingual	34	22	65%	70%	67%	10	29%	34%	42%	*	*	*	14%
Math	4	Owens	ES 5	At-Risk	55	37	67%	72%	59%	21	38%	42%	35%	7	13%	19%	13%
Math	4	Owens	ES 5	SPED	13	7	54%	59%	42%	*	*	*	*	*	*	*	*
Math	5	Owens	ES 5	All	114	87	76%	81%	62%	50	44%	49%	29%	16	14%	19%	6%
Math	5	Owens	ES 5	Hispanic	60	46	77%	80%	57%	24	40%	44%	22%	7	12%	19%	*
Math	5	Owens	ES 5	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Owens	ES 5	Asian	5	5	100%	100%	100%	5	100%	100%	71%	*	*	*	*
Math	5	Owens	ES 5	African Am.	28	21	75%	80%	55%	10	36%	44%	27%	*	*	*	*
Math	5	Owens	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Owens	ES 5	White	17	12	71%	75%	88%	9	53%	60%	*	*	*	*	*
Math	5	Owens	ES 5	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Owens	ES 5	Eco. Dis.	85	65	76%	80%	61%	35	41%	44%	27%	8	9%	12%	*
Math	5	Owens	ES 5	Emergent Bilingual	30	23	77%	80%	48%	10	33%	40%	15%	*	*	*	*
Math	5	Owens	ES 5	At-Risk	77	57	74%	79%	56%	26	34%	40%	23%	5	6%	10%	8%

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 #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level %	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level %	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level %
Math	5	Owens	ES 5	SPED	25	13	52%	60%	47%	5	20%	25%	*	*	*	*	*
Reading	3	Owens	ES 5	All	106	83	78%	84%	80%	46	43%	50%	52%	19	18%	25%	21%
Reading	3	Owens	ES 5	Hispanic	47	39	83%	88%	82%	24	51%	56%	51%	8	17%	25%	18%
Reading	3	Owens	ES 5	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Owens	ES 5	Asian	8	*	*	*	100%	*	*	*	*	*	*	*	*
Reading	3	Owens	ES 5	African Am.	28	21	75%	80%	69%	5	18%	25%	46%	*	*	*	*
Reading	3	Owens	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Owens	ES 5	White	15	12	80%	85%	76%	9	60%	68%	59%	*	*	*	35%
Reading	3	Owens	ES 5	Two or More	5	5	100%	100%	*	5	100%	100%	*	*	*	*	*
Reading	3	Owens	ES 5	Eco. Dis.	72	55	76%	83%	77%	28	39%	45%	50%	8	11%	15%	16%
Reading	3	Owens	ES 5	Emergent Bilingual	29	23	79%	85%	82%	11	38%	45%	41%	*	*	*	*
Reading	3	Owens	ES 5	At-Risk	55	40	73%	79%	75%	21	38%	44%	46%	9	16%	25%	14%
Reading	3	Owens	ES 5	SPED	14	6	43%	50%	54%	*	*	*	38%	*	*	*	*
Reading	4	Owens	ES 5	All	98	76	78%	85%	84%	44	45%	50%	51%	19	19%	24%	26%
Reading	4	Owens	ES 5	Hispanic	48	36	75%	80%	75%	20	42%	46%	48%	8	17%	25%	21%
Reading	4	Owens	ES 5	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Owens	ES 5	Asian	9	9	100%	100%	89%	8	89%	94%	*	*	*	*	*
Reading	4	Owens	ES 5	African Am.	25	17	68%	75%	88%	6	24%	30%	42%	*	*	*	*
Reading	4	Owens	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Owens	ES 5	White	12	11	92%	96%	100%	8	67%	72%	85%	*	*	*	62%
Reading	4	Owens	ES 5	Two or More	3	*	*	*	100%	*	*	*	86%	*	*	*	*
Reading	4	Owens	ES 5	Eco. Dis.	72	52	72%	76%	83%	25	35%	40%	48%	10	14%	20%	19%
Reading	4	Owens	ES 5	Emergent Bilingual	34	23	68%	72%	71%	10	29%	35%	37%	*	*	*	17%
Reading	4	Owens	ES 5	At-Risk	55	41	75%	80%	77%	17	31%	36%	37%	6	11%	15%	17%
Reading	4	Owens	ES 5	SPED	13	7	54%	60%	67%	5	38%	42%	*	*	*	*	*
Reading	5	Owens	ES 5	All	114	93	82%	85%	81%	64	56%	60%	58%	33	29%	34%	28%
Reading	5	Owens	ES 5	Hispanic	60	50	83%	88%	77%	37	62%	66%	51%	18	30%	35%	25%
Reading	5	Owens	ES 5	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Owens	ES 5	Asian	5	5	100%	100%	100%	*	*	*	100%	*	*	*	71%
Reading	5	Owens	ES 5	African Am.	28	19	68%	75%	78%	10	36%	44%	52%	5	18%	22%	22%
Reading	5	Owens	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Owens	ES 5	White	17	15	88%	91%	89%	10	59%	64%	78%	5	29%	35%	*
Reading	5	Owens	ES 5	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Owens	ES 5	Eco. Dis.	85	69	81%	85%	80%	45	53%	59%	55%	20	24%	30%	24%
Reading	5	Owens	ES 5	Emergent Bilingual	30	25	83%	85%	73%	15	50%	54%	42%	6	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 #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level
Reading	5	Owens	ES 5	At-Risk	77	62	81%	85%	73%	35	45%	50%	47%	14	18%	23%	16%
Reading	5	Owens	ES 5	SPED	25	13	52%	55%	64%	5	20%	25%	*	*	*	*	*
Science	5	Owens	ES 5	All	114	79	69%	74%	61%	38	33%	39%	29%	17	15%	20%	11%
Science	5	Owens	ES 5	Hispanic	60	41	68%	72%	53%	19	32%	36%	23%	7	12%	19%	*
Science	5	Owens	ES 5	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Owens	ES 5	Asian	5	5	100%	100%	100%	*	*	*	*	*	*	*	*
Science	5	Owens	ES 5	African Am.	28	18	64%	70%	61%	6	21%	25%	26%	*	*	*	*
Science	5	Owens	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Owens	ES 5	White	17	12	71%	75%	78%	8	47%	50%	*	5	29%	34%	*
Science	5	Owens	ES 5	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Owens	ES 5	Eco. Dis.	85	59	69%	75%	55%	25	29%	35%	22%	8	9%	14%	7%
Science	5	Owens	ES 5	Emergent Bilingual	30	20	67%	70%	30%	6	20%	25%	*	*	*	*	*
Science	5	Owens	ES 5	At-Risk	77	50	65%	70%	44%	18	23%	29%	15%	6	8%	12%	8%
Science	5	Owens	ES 5	SPED	25	11	44%	50%	50%	*	*	*	*	*	*	*	*

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.