

# Cypress-Fairbanks Independent School District

## Lowery Elementary School

2024-2025



# 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 grow in all areas including academic, behavioral and social/emotional. Through a positive and safe environment, students will reach their potential.

## Vision

District: LEAD: Create a thriving educational community where each student's full potential is cultivated, realized, and celebrated to ensure lifelong success

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

# Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

**Performance Objective 1:** District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> RLA: Using individual student data, teachers will intentionally plan and carry out daily small groups and conferring focusing on foundational skills as measured by lesson plans and monitoring notebooks.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Math: Based on individual student data, teachers will plan and deliver small group instruction, reteach and individual reteach to address gaps in basic math skills as measured by lesson plans and monitoring notebooks.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Considerable

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Science: Students will apply the new structure for writing constructed responses to answer questions in science on daily work and exams.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Assistant Principals, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Considerable
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness</p> <p><b>Staff Responsible for Monitoring:</b> Principal, PE Teacher</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: such as Lowery's GT Showcase and vertical GT Showcase, Student Council, Principal's Advisory Committee, Choir, student mentoring, technology showcase, makerspace, PTO sponsored events, Destination Imagination Team, field trips, grade level programs and art showcases.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6: At-Risk:</b> Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.</p> <p>Strategy's Expected Result/Impact            Title I Campuses: Write in specific results/impacts for EACH FUND SOURCE item listed below:</p> <ol style="list-style-type: none"> <li>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.</li> <li>Temporary Workers -Temporary Workers will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table.</li> <li>Extra Duty Pay for long range planning and tutoring.</li> <li>High quality supplies increase connections and learning of teachers and administrators.</li> <li>High quality supplies to increase engagement and focus.</li> <li>Student incentives for small group instruction and tutoring.</li> <li>High quality supplies to support instruction such as headphones, globes, alphabet centers, sticky notes and expo markers.</li> <li>Utility carts to support hands on experiences.</li> <li>Supplies to support creative learning.</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialists, Assistant Principals, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7: State Compensatory Education (SCE):</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

**Evaluation Data Sources:** MAP and MClass Data

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialists, Assistant Principals, Teachers</p>	Formative		
	Nov	Feb	May
		 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialists, Assistant Principals, Teachers</p>	Formative		
	Nov	Feb	May
		 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Teachers</p>	Formative		
	Nov	Feb	May
		 Considerable	 Considerable

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> We will maintain a monitoring notebook to document individual students' progress.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialists, Assistant Principals, Teachers</p>	Formative		
	Nov	Feb	May
		 Considerable	 Accomplished
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

**Evaluation Data Sources:** AMIRA Data

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialists, Assistant Principals, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
		 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialists, Assistant Principals, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
		 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
		 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialists, Assistant Principals, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
		 Considerable	 Accomplished
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> We will maintain a monitoring notebook to document individual students' progress.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
		 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

**Evaluation Data Sources:** AMIRA Data

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
		 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Foundational TEKS will be taught daily (district-provided Curriculum).</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
		 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
		 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

**Evaluation Data Sources:** MAP Data

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
		 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialists, Assistant Principals, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
		 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Math teachers will model and expect students to use a problem-solving process.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
		 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Math teachers will incorporate small group instruction to meet the needs of individual learners.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialists, Assistant Principals, Teachers</p>	Formative		
	Nov	Feb	May
		 Considerable	 Accomplished
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Math teachers will track student progress using Progress Monitoring Notebook.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Teachers</p>	Formative		
	Nov	Feb	May
		 Considerable	 Accomplished
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists, Teachers</p>	Formative		
	Nov	Feb	May
		 Considerable	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Campus Safety: Discuss safety concerns through staff table talks and implement necessary procedural changes learned through practice drills and requested by CFISD to ensure student safety.</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, campus staff</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 6:** District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

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

**Evaluation Data Sources:** Student attendance records

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement a campus attendance action plan that supports incremental growth toward a 96% overall attendance rate.  <b>Strategy's Expected Result/Impact:</b> 96% overall attendance rate  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) such as calling parents after the third consecutive absence, sending home letters, monitoring student absence weekly, providing perfect attendance awards each 9 weeks and implementing additional strategies if our targets are not met.  <b>Strategy's Expected Result/Impact:</b> 96% overall attendance rate  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 6:** District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

**Performance Objective 3:** Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

**Evaluation Data Sources:** Discipline reports

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%</p> <p><b>Staff Responsible for Monitoring:</b> Staff, Behavior Interventionist, Assistant Principals, Counselors, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Behavior Management: Staff will be trained on Positive behavior supports and restorative practices and will be encouraged to use those strategies in order to proactively 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 appropriately with peers and adults, accept consequences, and deal with varying social situations without engaging in physical contact or classroom disruption.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be equipped with self-management strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Staff, Behavior Interventionist, Assistant Principals, Counselors, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey.</p> <p><b>Strategy's Expected Result/Impact:</b></p> <ol style="list-style-type: none"> <li>1. Increased awareness and reporting of possible bullying incidents.</li> <li>2. Decrease in bullying incidents/behaviors.</li> <li>3. Improved classroom and/or school culture.</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal(s), Campus Bullying Committee</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

**Performance Objective 1: Teacher/Paraprofessional Attendance:** By the end of the 24-25 school year, when staff need to be absent, a plan will be provided to continue to provide high quality instruction and supervision 100% of the time.

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

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue next year

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: All staff will be held accountable for their attendance through open communication, conversations, campus procedures for personal days, evaluations and planning and preparing for absences to provide high quality instruction and supervision 100% of the time. Likewise, staff with perfect attendance will be celebrated at the end of each 9 weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			

**Goal 7:** District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Yearly, up to five teachers have an opportunity to attend Capturing Kids' Hearts and campus driven professional development. Staff are encouraged to collaborate regularly, sharing effective strategies and practices. Staff are also encouraged to provide quick PD at staff seminars, after school and during plannings. Input will be collected at least twice during the school year on needed campus specific PD.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p>Campus Driven PD spotlights staff who showcase strategies, ideas, instructional practices and classroom management strategies to improve lessons and class culture.</p> <p>Gather staff input once per semester, at minimum, on campus specific professional development needs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals and Instructional Specialists</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

**Performance Objective 1: Parent and Family Engagement:** By the end of the current school year, parent and family engagement will increase, 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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: Lowery will provide opportunities for families to share and provide input through QR code, general PTO meetings, Coffee with the Principal, Parent Advisory Committee, PTO Board Meetings, Title 1 Surveys and campus generated survey.</p> <p><b>Strategy's Expected Result/Impact:</b> Lowery will see an increase in parent communication with teachers (conferences), increase in volunteers and an increase in attendance at parent nights.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 Some Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

# CPOC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Teacher #9	Stephanie Drymond	Teacher
Principal	April Wright	Principal (there is only one principal)
Teacher #1	Debbie Neumann	Teacher
Teacher #2	Christina Porter	Teacher
Teacher #3	Traci Mays	Teacher
Teacher #4	Amy Mullen-Baxter	Teacher
Teacher #5	Teri Carrillo	Teacher
Teacher #6	Courtney Rodd	Teacher
Teacher #7	Ellen Dolittle	Teacher
Teacher #8	Lauren Vystosky	Teacher
Paraprofessional #1	Cindy Austin	Paraprofessional
Paraprofessional #2	Terri Kmiecik	Paraprofessional
Other School Leader (Non-teaching Professional) #1	Susan Mueller	Other School Leader (Non-teaching Professional)
Other School Leader (Non-teaching Professional) #2	Christina Bryant	Other School Leader (Non-teaching Professional)
Other School Leader (Nonteaching Professional) #3	Kerrie Turner	Assistant Principal
Other School Leader (Non-teaching Professional) #4	Kathy Tubbs	Other School Leader (Non-teaching Professional)
Other School Leader (Nonteaching Professional)	Katie Nelson	Assistant Principal
Administrator (LEA) #1	Elaine Waier	Administrator (LEA)
Administrator (LEA) #2	Shane Vault	Administrator (LEA)
Parent #1	Kristi Cunningham	Parent
Parent #2	Erin Miller	Parent
Community Member #1	Summer Fritsche	Community Member
Community Member #2	Ceil McDonald	Community Member
Business Representative #1	Michelle Wyatt	Business Representative
Business Representative #2	Denise Bridges	Business Representative

# Addendums

# 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.

# 2024-2025 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 (2<sup>nd</sup>-5<sup>th</sup>)
    - Boost Reading
    - Amira Suite
    - HMH Suite
    - Achieve 3000
    - 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 and other content conversation and fluency routines.
  - "Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
  - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2<sup>nd</sup>-5<sup>th</sup> 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, Performance Matters, 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 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, 2<sup>nd</sup>-3<sup>rd</sup> = 60% of the time, 4<sup>th</sup>-5<sup>th</sup> = 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.

**Campus Lowery**

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	86%	88%	90%	92%	94%
Meets or Above	61%	64%	67%	70%	73%
Masters Grade Level	36%	39%	42%	45%	48%

2024-25	Target Check
88%	Met District Strategic Target
65%	Met District Strategic Target
43%	Met District Strategic Target

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

\*Note that student groups less than 5 are masked to protect the small group privacy.

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count	2024 Approaches or Above	2025 Approaches Target	2025 Approaches or Above	2024 Meets or Above	2025 Meets Target	2025 Meets or Above	2024 Masters Grade Level	2025 Masters Target	2025 Masters Grade Level
					2025									
					#									
Reading	3	Lowery	ES3	All	120	85%	91%	88%	73%	78%	66%	43%	53%	31%
Reading	3	Lowery	ES3	Hispanic	61	82%	87%	86%	70%	75%	63%	36%	41%	29%
Reading	3	Lowery	ES3	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Reading	3	Lowery	ES3	Asian	6	100%	100%	*	100%	100%	*	83%	83%	*
Reading	3	Lowery	ES3	African Am.	13	89%	92%	92%	67%	69%	46%	*	54%	*
Reading	3	Lowery	ES3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	3	Lowery	ES3	White	31	90%	94%	94%	74%	77%	81%	52%	58%	39%
Reading	3	Lowery	ES3	Two or More	8	*	100%	88%	*	100%	*	*	88%	*
Reading	3	Lowery	ES3	Eco. Dis.	58	77%	82%	85%	65%	70%	57%	39%	44%	27%
Reading	3	Lowery	ES3	EB	17	73%	78%	50%	60%	70%	*	47%	52%	*
Reading	3	Lowery	ES3	At-Risk	47	74%	79%	75%	56%	70%	39%	38%	43%	14%
Reading	3	Lowery	ES3	SPED	27	55%	70%	71%	35%	50%	29%	*	26%	*
Reading	4	Lowery	ES3	All	106	85%	90%	87%	58%	64%	79%	38%	48%	41%
Reading	4	Lowery	ES3	Hispanic	52	78%	83%	81%	55%	60%	71%	27%	33%	35%
Reading	4	Lowery	ES3	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Reading	4	Lowery	ES3	Asian	6	*	100%	*	*	100%	*	*	100%	*
Reading	4	Lowery	ES3	African Am.	12	85%	92%	91%	46%	50%	82%	*	50%	45%
Reading	4	Lowery	ES3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	4	Lowery	ES3	White	29	93%	97%	96%	57%	62%	93%	50%	55%	46%
Reading	4	Lowery	ES3	Two or More	6	100%	100%	83%	100%	100%	83%	86%	83%	*
Reading	4	Lowery	ES3	Eco. Dis.	56	74%	79%	78%	41%	46%	69%	21%	27%	33%
Reading	4	Lowery	ES3	EB	18	72%	79%	85%	44%	49%	77%	*	22%	*
Reading	4	Lowery	ES3	At-Risk	26	75%	80%	77%	32%	37%	60%	11%	15%	30%
Reading	4	Lowery	ES3	SPED	24	57%	70%	54%	18%	30%	38%	*	13%	*
Reading	5	Lowery	ES3	All	119	85%	93%	81%	64%	72%	68%	46%	55%	48%
Reading	5	Lowery	ES3	Hispanic	57	92%	96%	77%	60%	65%	67%	35%	40%	46%
Reading	5	Lowery	ES3	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Reading	5	Lowery	ES3	Asian	5	*	100%	*	*	100%	*	*	100%	*
Reading	5	Lowery	ES3	African Am.	17	72%	76%	72%	44%	47%	50%	33%	35%	33%
Reading	5	Lowery	ES3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	5	Lowery	ES3	White	30	89%	93%	90%	80%	87%	72%	66%	70%	55%
Reading	5	Lowery	ES3	Two or More	9	*	100%	100%	*	100%	88%	*	100%	75%
Reading	5	Lowery	ES3	Eco. Dis.	63	84%	89%	72%	58%	63%	55%	33%	38%	35%
Reading	5	Lowery	ES3	EB	18	58%	70%	53%	37%	42%	47%	*	22%	*
Reading	5	Lowery	ES3	At-Risk	58	72%	77%	63%	37%	42%	44%	22%	28%	22%
Reading	5	Lowery	ES3	SPED	34	63%	70%	52%	21%	26%	19%	*	26%	*
Math	3	Lowery	ES3	All	120	84%	90%	78%	50%	63%	55%	20%	35%	29%
Math	3	Lowery	ES3	Hispanic	61	80%	85%	78%	44%	49%	52%	12%	16%	24%
Math	3	Lowery	ES3	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Math	3	Lowery	ES3	Asian	6	100%	100%	100%	83%	83%	*	*	67%	*

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count	2024 Approaches or Above	2025 Approaches Target	2025 Approaches or Above	2024 Meets or Above	2025 Meets Target	2025 Meets or Above	2024 Masters Grade Level	2025 Masters Target	2025 Masters Grade Level
					2025									
					#	%	%	%	%	%	%	%	%	
Math	3	Lowery	ES3	African Am.	13	89%	92%	62%	*	85%	38%	*	77%	*
Math	3	Lowery	ES3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	3	Lowery	ES3	White	31	90%	94%	84%	58%	65%	71%	23%	29%	45%
Math	3	Lowery	ES3	Two or More	8	*	100%	63%	*	100%	*	*	100%	*
Math	3	Lowery	ES3	Eco. Dis.	58	77%	82%	72%	35%	40%	52%	16%	21%	22%
Math	3	Lowery	ES3	EB	17	73%	78%	50%	47%	52%	*	*	24%	*
Math	3	Lowery	ES3	At-Risk	47	68%	73%	57%	41%	46%	30%	15%	19%	14%
Math	3	Lowery	ES3	SPED	27	45%	55%	39%	25%	30%	18%	*	15%	*
Math	4	Lowery	ES3	All	106	74%	80%	77%	51%	61%	59%	28%	41%	31%
Math	4	Lowery	ES3	Hispanic	52	69%	75%	73%	49%	54%	54%	20%	25%	31%
Math	4	Lowery	ES3	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Math	4	Lowery	ES3	Asian	6	*	100%	*	*	100%	*	*	100%	*
Math	4	Lowery	ES3	African Am.	12	62%	75%	55%	*	58%	45%	*	50%	*
Math	4	Lowery	ES3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	4	Lowery	ES3	White	29	79%	83%	89%	57%	62%	64%	36%	41%	39%
Math	4	Lowery	ES3	Two or More	6	100%	100%	83%	71%	83%	83%	71%	83%	*
Math	4	Lowery	ES3	Eco. Dis.	56	62%	67%	67%	36%	41%	49%	14%	20%	27%
Math	4	Lowery	ES3	EB	18	44%	50%	77%	33%	39%	46%	*	17%	*
Math	4	Lowery	ES3	At-Risk	26	58%	63%	63%	26%	31%	42%	9%	15%	23%
Math	4	Lowery	ES3	SPED	24	50%	55%	46%	*	25%	27%	*	13%	*
Math	5	Lowery	ES3	All	119	82%	89%	77%	56%	63%	65%	28%	36%	38%
Math	5	Lowery	ES3	Hispanic	57	88%	93%	79%	53%	58%	65%	22%	26%	37%
Math	5	Lowery	ES3	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Math	5	Lowery	ES3	Asian	5	83%	80%	*	*	60%	*	*	40%	*
Math	5	Lowery	ES3	African Am.	17	44%	53%	56%	28%	35%	44%	*	24%	28%
Math	5	Lowery	ES3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	5	Lowery	ES3	White	30	94%	100%	86%	74%	80%	72%	43%	47%	41%
Math	5	Lowery	ES3	Two or More	9	*	100%	75%	*	89%	75%	*	78%	63%
Math	5	Lowery	ES3	Eco. Dis.	63	77%	82%	65%	41%	46%	49%	14%	19%	26%
Math	5	Lowery	ES3	EB	18	79%	84%	47%	32%	37%	33%	*	17%	*
Math	5	Lowery	ES3	At-Risk	58	67%	72%	52%	33%	38%	31%	13%	17%	17%
Math	5	Lowery	ES3	SPED	34	48%	53%	48%	24%	29%	32%	*	15%	*
Science	5	Lowery	ES3	All	119	74%	82%	73%	39%	50%	49%	24%	37%	26%
Science	5	Lowery	ES3	Hispanic	57	77%	82%	77%	38%	42%	39%	19%	25%	18%
Science	5	Lowery	ES3	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Science	5	Lowery	ES3	Asian	5	*	100%	*	*	100%	*	*	100%	*
Science	5	Lowery	ES3	African Am.	17	39%	41%	47%	*	29%	41%	*	18%	*
Science	5	Lowery	ES3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Science	5	Lowery	ES3	White	30	89%	93%	79%	51%	57%	72%	43%	47%	38%
Science	5	Lowery	ES3	Two or More	9	*	100%	75%	*	89%	63%	*	78%	*
Science	5	Lowery	ES3	Eco. Dis.	63	64%	70%	61%	22%	27%	33%	11%	16%	13%
Science	5	Lowery	ES3	EB	18	53%	58%	60%	26%	31%	*	*	17%	*
Science	5	Lowery	ES3	At-Risk	58	50%	55%	49%	19%	24%	21%	11%	16%	*
Science	5	Lowery	ES3	SPED	34	42%	47%	50%	*	24%	17%	*	12%	*