

Cypress-Fairbanks Independent School District

Owens Elementary School

2024-2025

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.

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.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the 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: Significant progress made toward meeting Objective

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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal, AP, and IS	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal, AP, and IS	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Provide professional development to improve student growth in vertically aligned critical reading skills and academic vocabulary. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal, AP and IS	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable

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
	 Considerable	 Considerable	 Accomplished
Strategy 5 Details	Formative Reviews		
Strategy 5: 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: 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. Staff Responsible for Monitoring: Principal, AP, IS, Counselors and BI.	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished

Strategy 6 Details	Formative Reviews		
Strategy 6: 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. Strategy's Expected Result/Impact: 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. 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	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished

Strategy 7 Details	Formative Reviews		
Strategy 7: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 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: Significant progress made toward meeting Objective

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

Strategy 4 Details	Formative Reviews		
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

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		
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 5 Details	Formative Reviews		
Strategy 5: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
 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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: 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. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 5 Details	Formative Reviews		
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 6 Details	Formative Reviews		
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Summative Evaluation: Met Objective

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. 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	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
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. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.	Formative		
	Nov	Feb	May
	 Considerable	 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 95% or higher.

- Evaluation Data Sources:** Student attendance records
- Summative Evaluation:** Significant progress made toward meeting Objective

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

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. Strategy's Expected Result/Impact: Violent Incidents will be 0% Staff Responsible for Monitoring: Principal, BI, AP, Counselors, Teachers, PBIS Leadership Team	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: 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 Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: AP and BI	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
 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 current school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We will monitor staff attendance monthly and award prizes for good attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%. Staff Responsible for Monitoring: Campus Secretary Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
No Progress Accomplished Continue/Modify Discontinue			

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.

- Vertical planning
- Ruby Payne Framework staff development
- book studies

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Curriculum Conversations PD, Digital Learning Conference, Behavior Summit, Building Math Minds PD. 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	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
 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 by 10%.

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

Summative Evaluation: Met Objective

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. Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%. Staff Responsible for Monitoring: Principal IS APs Counselors Teachers	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
No Progress Accomplished Continue/Modify Discontinue			

CPOC

Committee Role	Name	Position
Principal	Cesar Diaz	Principal (there is only one principal)
Teacher #1	Jane Powers	Teacher #1
Teacher #2	Isis Loucell	Teacher #2
Teacher #3	Jon Ryan Woolson	Teacher #3
Teacher #4	Miriam Chatelle	Teacher #4
Teacher #6	Samantha Lacewell	Teacher #6
Teacher #5	Emily Martin	Teacher #5
Teacher #7	Jennifer Schunneman	Teacher #7
Teacher #8	Joanne Salinas	Teacher #8
Teacher #9	Tam Carbajal	Teacher #9
Paraprofessional #1	Petra Lopez	Paraprofessional #1
Paraprofessional #2	Mayra Sanchez	Paraprofessional #2
Other School Leader (Nonteaching Professional) #1	Amanda Wilson	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Victoria Valentin	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Kimberly Harthorn	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Daniel Montanes	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #5	Cecilia Albarracin	Other School Leader (Nonteaching Professional) #5
Other School Leader (Nonteaching Professional) #6	Constance York	Other School Leader (Nonteaching Professional) #6
Other School Leader (Nonteaching Professional) #7	Brook Bell	Other School Leader (Nonteaching Professional) #7
Other School Leader (Nonteaching Professional) #10	Theresa Rogalski	Other School Leader (Nonteaching Professional) #10
Administrator (LEA) #1	Mariellen Vasquez	Administrator (LEA) #1
Administrator (LEA) #2	Gloria Rodriquez	Administrator (LEA) #2
Parent #1	Lindsey Joyce	Parent #1
Parent #2	Carolyn Logsdon	Parent #2
Community Member #1	Kevin Pigg	Community Member #1
Community Member #2	James Swank	Community Member #2
Business Representative #1	Martha Jordan	Business Representative #1

Addendums

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	Owens	ESS	Asian	6	100%	100%	100%	*	100%	*	*	83%	*
Math	3	Owens	ESS	African Am.	28	54%	71%	77%	23%	29%	38%	*	14%	*
Math	3	Owens	ESS	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	3	Owens	ESS	White	9	83%	89%	63%	44%	56%	*	*	44%	*
Math	3	Owens	ESS	Two or More	5	*	100%	*	*	80%	*	*	60%	*
Math	3	Owens	ESS	Eco. Dis.	81	65%	80%	61%	27%	34%	28%	*	17%	*
Math	3	Owens	ESS	EB	40	74%	80%	50%	18%	30%	15%	*	15%	*
Math	3	Owens	ESS	At-Risk	64	69%	80%	52%	25%	35%	24%	*	17%	*
Math	3	Owens	ESS	SPED	22	46%	70%	*	21%	30%	*	*	14%	*
Math	4	Owens	ESS	All	112	66%	80%	60%	44%	51%	37%	16%	20%	19%
Math	4	Owens	ESS	Hispanic	62	68%	81%	52%	45%	50%	31%	15%	19%	15%
Math	4	Owens	ESS	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	4	Owens	ESS	Asian	4	67%	75%	*	*	50%	*	*	25%	*
Math	4	Owens	ESS	African Am.	29	50%	76%	53%	33%	45%	25%	*	14%	*
Math	4	Owens	ESS	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	4	Owens	ESS	White	15	77%	87%	94%	54%	60%	75%	*	27%	38%
Math	4	Owens	ESS	Two or More	2	86%	100%	*	*	100%	*	*	50%	*
Math	4	Owens	ESS	Eco. Dis.	79	67%	80%	51%	41%	47%	27%	13%	16%	13%
Math	4	Owens	ESS	EB	31	67%	80%	53%	42%	50%	19%	14%	16%	*
Math	4	Owens	ESS	At-Risk	49	59%	75%	48%	35%	42%	23%	13%	16%	14%
Math	4	Owens	ESS	SPED	26	42%	62%	28%	*	31%	24%	*	15%	20%
Math	5	Owens	ESS	All	105	62%	83%	62%	29%	53%	33%	6%	22%	11%
Math	5	Owens	ESS	Hispanic	50	57%	78%	63%	22%	40%	31%	*	10%	13%
Math	5	Owens	ESS	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Math	5	Owens	ESS	Asian	11	100%	100%	70%	71%	82%	*	*	36%	*
Math	5	Owens	ESS	African Am.	25	55%	76%	56%	27%	40%	28%	*	20%	*
Math	5	Owens	ESS	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	5	Owens	ESS	White	12	88%	92%	62%	*	83%	38%	*	42%	*
Math	5	Owens	ESS	Two or More	5	*	100%	*	*	100%	*	*	40%	*
Math	5	Owens	ESS	Eco. Dis.	74	61%	80%	57%	27%	41%	27%	*	20%	8%
Math	5	Owens	ESS	EB	36	48%	68%	53%	15%	36%	22%	*	17%	*
Math	5	Owens	ESS	At-Risk	69	56%	76%	54%	23%	41%	21%	8%	12%	7%
Math	5	Owens	ESS	SPED	21	47%	67%	52%	*	33%	*	*	14%	*
Science	5	Owens	ESS	All	105	61%	81%	61%	29%	51%	26%	11%	27%	15%
Science	5	Owens	ESS	Hispanic	50	53%	74%	61%	23%	40%	22%	*	20%	12%
Science	5	Owens	ESS	Am. Indian	2	*	100%	*	*	100%	*	*	100%	*
Science	5	Owens	ESS	Asian	11	100%	100%	60%	*	91%	*	*	45%	*
Science	5	Owens	ESS	African Am.	25	61%	80%	56%	26%	40%	24%	*	20%	*
Science	5	Owens	ESS	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Science	5	Owens	ESS	White	12	78%	83%	62%	*	67%	*	*	33%	*
Science	5	Owens	ESS	Two or More	5	*	100%	100%	*	80%	*	*	40%	*
Science	5	Owens	ESS	Eco. Dis.	74	55%	75%	57%	22%	41%	22%	7%	20%	9%
Science	5	Owens	ESS	EB	36	30%	50%	47%	*	28%	*	*	14%	*
Science	5	Owens	ESS	At-Risk	69	44%	64%	49%	15%	35%	15%	8%	20%	10%
Science	5	Owens	ESS	SPED	21	50%	70%	48%	*	33%	*	*	14%	*

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Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

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	▪ Amira Suite
▪ Scholastic Literacy Pro	▪ HMH Suite
▪ Scholastic Storyworks (2 nd -5 th)	▪ Achieve 3000
▪ Boost Reading	▪ 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 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, 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, 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.