

Cypress-Fairbanks Independent School District

Owens Elementary School

2025-2026

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.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Owens Elementary is a campus in Houston, Texas. Owens Elementary is projected to serve 799 students in grades PK-5th during the 2025-26 school year, which is an increase from the previous year of 766.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Owens Elementary's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team (AKA: Campus Performance Objectives Council [CPOC]) met on May 15, 2025 and again on September 25, 2025. The meetings were held in the school library. We plan to meet again on November 13, 2025, February 12, 2026, and May 21, 2016 to review and revise the CNA as needed.

At the first meeting on May 15, 2025:

Complete May CIP Strategy Evaluation: Mr. Diaz provided two copies of the CIP and asked the CPOC members to conduct the formative review for May. He asked to make notes of any strategies that we needed to review for next year, based on implementation and effectiveness.

Complete 2024-25 CIP Summative Evaluation: As CPOC members conducted their strategy evaluations, they conducted their summative evaluations as well and noted their feedback in the CIP copies provided.

Conduct 2025-26 Needs Assessment: Data reviewed: We reviewed DPM data, comparison reports that show how Owens Elementary performed within our Cluster 5 and the district. We also compared our EOY DPM performance to previous DPM administrations for each content area to see if we experienced growth. We also reviewed student attendance data and discipline data.

- Strength #1 from 2024-25: Students are able to illustrate that the length of an object is the number of the same size units of length that reach from one end of an object to the other. Reading- Students are able to segment words into sounds and count phonemes in words.
- Strength #2 from 2024-25: We require student-centered, hands-on activities aligned with the TEKS that are assessed at the grade level. These activities engage students actively in the learning process.
- Strength #3 from 2024-25: Students demonstrate strong mathematical reasoning by accurately identifying coin values, recognizing and describing geometric shapes and their attributes, and making clear connections between place values to solve problems involving number relationships and real-world math applications.
- Need #1 for 2025-26: Math-Students must understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s). Reading - Students must read grade-level academic words, vocabulary, and text with fluency and comprehension.
- Need #2 for 2025-26: Improve our comprehension and application of academic language. Students will engage in targeted review practice that emphasizes the effective use and recognition of academic vocabulary.
- Need #3 for 2025-26: Instruction must focus on reteaching and strengthening students' ability to understand and complete multi-step problems, and more exposure and instruction in academic vocabulary to increase student understanding of skills.

Begin 2025-26 Campus Improvement Plan

- 2025-26 Strategy to address Need #1: Teachers and the instructional leadership team will participate in data digs to identify academic performance for specific math standards. The Math Instructional Specialist will facilitate access to professional development opportunities to address specific math standards
- 2025-26 Strategy to address Need #2: Teachers and the instructional specialists will develop a plan to promote the teaching and reinforcement of academic vocabulary in all content areas. This comprehensive plan will include direct teaching of vocabulary, parent involvement and support, other campus opportunities to develop the acquisition of academic vocabulary.
- 2025-26 Strategy to address Need #3: Teachers and the campus instructional leadership team will provide a structured reteaching of academic skills that are not showing the expected growth.

Discuss and Complete 2025-26 Title I Preliminary Planning Budget: The Title I budget was reviewed. We discussed the items that we need to consider for the 2025-2026 school year will be funded through this budget. These items included:

Staffing Needs: 4 Paraprofessionals and 2 Professional Staff, Ready to Grow Garden Consultant, Field Trips, and Instructional Supplies.

The following data were evaluated from the 2024-25 school year:

- DPM data across content areas
- STAAR performance data
- Student Attendance

At the second meeting on September 25, 2025, the CPOC:

The meeting started at 7:38 am. Mr. Diaz shared the meeting agenda and began with introductions of all members present. Then he proceeded to share a slide that included our school demographic numbers. Mr. Diaz discussed our enrollment compared to our projections and indicated that we are currently below our projections for the year. Then he briefly shared about the income surveys we were working on to determine our percentage of students who are considered Economically Disadvantaged. Mr. Diaz reviewed the district's and campus's mission and vision statements. He continued by explaining what CPOC means, the importance of this school council, its required membership, and the work that we will do throughout the school year. Mr. Diaz reviewed the Comprehensive Needs Assessment that we had been working on since May 2025, as we closed the previous school year. He explained the areas of need and the focus we would have this school year to ensure that we meet our campus academic goals. Mr. Diaz shared the Instructional Focus Plan that was submitted to the CFISD Curriculum and Instruction department as part of a district initiative to align our campuses with the district goals. Mr. Diaz explained that this year, we will conduct calibration walks, focus on building strength in collaborative planning, increase the campus instructional leadership presence in classrooms to provide timely feedback, and support teachers through structured coaching cycles. He also mentioned that this year, we will have the support of district instructional coaches who will participate in planning and work with teachers in their classrooms. Mr. Diaz then reviewed the Parent Involvement Policy document for the 2025-2026 school year. He provided the members of the CPOC with time to briefly review it at their tables and share any feedback or questions they had about it. Mr. Diaz continued with the meeting agenda and proceeded to review our school STAAR data reports. The district office prepared these reports and showed our performance by sub-populations and compared it with the performance of our cluster, our district, and the state. Mr. Diaz shared the campus goals, including a goal for increasing family and community engagement as part of a district marketing plan. Mr. Diaz informed the members of the CPOC committee that he was going to send them a link for a form to provide feedback for the Campus Improvement Plan. He thanked everyone for attending the meeting and adjourned at 8:22am.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the Campus Leadership Team (AKA: CPOC) for the school to focus on during the 2025-26 school year:

Our first identified priority problem in the area of **student achievement** is a significant decrease in accountability ratings for the Academic Growth and Closing the Gap Domains. Through the root cause analysis process, we identified that the design and Implementation of instructional plans are not crafted to address the individual needs of students and do not provide teachers with the blueprint needed to deliver rigorous instruction.

Our second identified priority problem in the area of **student achievement** is 3rd Grade Math performance at the Approaches level decreased significantly (-10%) from the previous year. Through the root cause analysis process, we identified that first instruction does not always contain the level of relevance and rigor components to meet the individual academic needs of students, and help them bump up their learning to the next level.

Our third identified priority problem is in the area of **student achievement** is 3rd Grade Reading at the Meets level decreased significantly (-10%) from the previous year. Through the root cause analysis process, we identified We need to increase the campus leadership presence in the classrooms in order to hold all instructional staff accountable for what they are expected to do and to maintain high levels of student learning. Structured coaching cycles must be implemented with fidelity.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional Focus: Strengthening Tier 1 instruction in all content areas by ensuring teachers are prepared to deliver hands-on and high-rigor learning experiences to students where time is maximized consistently. Small group instruction is targeted to students based on their individual academic needs. Vocabulary development is embedded in daily instruction to increase understanding and performance of academic concepts.</p> <p>Strategy: Calibration Walks - The ILT will conduct monthly calibration walks in 3-4 randomly selected classrooms. Then, we will discuss the observations to ensure we're all observing the same strengths and areas for improvement. These exercises will help us align our expectations and communication.</p> <p>Strategy's Expected Result/Impact: The campus instructional leadership team will be more aligned with the feedback that they provide teachers and with look-fors during instruction.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, and Principal.</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional Focus: Strengthening Tier 1 instruction in all content areas by ensuring teachers are prepared to deliver hands-on and high-rigor learning experiences to students where time is maximized consistently. Small group instruction is targeted to students based on their individual academic needs. Vocabulary development is embedded in daily instruction to increase understanding and performance of academic concepts.</p> <p>Strategy: Effective Instructional Planning - Collaborative planning will be structured to ensure teachers can model and share high-yield instructional strategies with their instructional teams, and lesson plans are prepared for effective instructional delivery.</p> <p>Strategy's Expected Result/Impact: Teachers will leave planning with new ideas and strategies that will help them deliver more effective instruction.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, and Principal.</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			

Strategy 3 Details	Reviews			
<p>Strategy 3: Instructional Focus: Strengthening Tier 1 instruction in all content areas by ensuring teachers are prepared to deliver hands-on and high-rigor learning experiences to students where time is maximized consistently. Small group instruction is targeted to students based on their individual academic needs. Vocabulary development is embedded in daily instruction to increase understanding and performance of academic concepts.</p> <p>Strategy: Walk-throughs, feedback, and coaching - remain consistent with classroom walk-throughs, provide regular feedback, run teacher walk-through data reports and share with teachers regularly, and provide structured coaching to teachers who need support.</p> <p>Strategy's Expected Result/Impact: Improvement of instructional delivery and an increase in student performance.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, and Principal.</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 4 Details	Reviews			
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 5 Details	Reviews			
<p>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: Owens Choir, Running Club, and STEAM Town USA.</p> <p>Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			

Strategy 6 Details	Reviews			
<p>Strategy 6: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.</p> <p>Strategy's Expected Result/Impact: 1. Salaries - 4 instructional paraprofessionals to support learning in the classrooms. 1 Class size reduction teacher in 4th grade to lower our student-to-teacher ratios in 4th grade. 1 Behavior Specialist to support the implementation of our school PBIS program.</p> <p>2. Substitute Pay - to cover the cost of substitute teachers when the 4th-grade class size reduction teacher is absent.</p> <p>3. Extra Duty Pay - to compensate teachers when they provide academic support to students outside of school hours.</p> <p>4. 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.</p> <p>5. Parent Involvement - We will increase parent involvement throughout the year with events like winter 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.</p> <p>6. School supplies/workroom supplies - We will provide some school supplies for each student.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 7 Details	Reviews			
<p>Strategy 7: Improving Student Engagement: Running Crew: a before-school group of students starting in September, where students come to run and engage in different fitness activities.</p> <p>Strategy's Expected Result/Impact: Students who participate in this program will set fitness goals, learn about the benefits of running and staying active, track their miles run, and understand how these activities benefit them academically in the classroom.</p> <p>Staff Responsible for Monitoring: Running Crew Coaches, Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 8 Details	Reviews			
<p>Strategy 8: Improving Student Engagement: STEAM Town USA is a girls-only group of 3rd-grade students, sponsored by one of our community partners. These girls stay after school and learn about STEAM (Science, Technology, Engineering, Arts, and Mathematics), and then at the end of the year, they attend an event to present their project.</p> <p>Strategy's Expected Result/Impact: Students who participate in the STEAM program will acquire many skills that can be applied to their academic development. They will also learn to work in teams, develop projects, present, and more.</p> <p>Staff Responsible for Monitoring: School Counselor and Principal.</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
<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 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

Strategy 1 Details	Reviews			
<p>Strategy 1: Closely monitor the implementation of the reading curriculum. Identify areas for growth and support them through coaching and professional development. Engage in data digs to identify students who are not showing the expected growth and develop an action plan to support their academic needs.</p> <p>Strategy's Expected Result/Impact: Improvement of reading development in primary grades demonstrated through MAP and MClass reports.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals and Principal.</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
<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: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Regularly review AMIRA usage and student performance data with instructional teams in grades 1-3. Identify students who did not meet their prior end-of-the-year RIT score and ensure they receive the necessary support through Closing the Gaps interventions, other school-day interventions, and/or before-school tutoring.</p> <p>Strategy's Expected Result/Impact: Students will meet the 50% AMIRA Reading Mastery (ARM) score.</p> <p>Staff Responsible for Monitoring: Primary and Reading Instructional Specialists, Assistant Principals, and Principal.</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify students who did not perform at the Approaches level and ensure they receive small group interventions during their Closing the Gap time, as well as before-school tutoring.</p> <p>Strategy's Expected Result/Impact: Students will improve their academic performance from Did Not Meet to at least Approaches.</p> <p>Staff Responsible for Monitoring: Reading Teachers, Reading Instructional Specialist, Assistant Principals, and Principal.</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
<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 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

Strategy 1 Details	Reviews			
<p>Strategy 1: Tier I instruction will include the use of manipulative resources, real-life applications, academic vocabulary, and student discourse opportunities throughout the lesson.</p> <p>Strategy's Expected Result/Impact: Students will increase their academic performance in math based on their MAP scores.</p> <p>Staff Responsible for Monitoring: Teachers, Primary and Math Instructional Specialist, Assistant Principals, and Principal.</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Moderate Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Staff members and parents will be aware of the safety measures in place at Owens.</p> <p>Staff Responsible for Monitoring: Principal and AP</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Strategy 1 Details	Reviews			
<p>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</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 2 Details	Reviews			
<p>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</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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	Reviews			
<p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. 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.</p> <p>Strategy's Expected Result/Impact: Violent Incidents will be 0%</p> <p>Staff Responsible for Monitoring: Principal, BI, AP, Counselors, Teachers, PBIS Leadership Team</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 2 Details	Reviews			
<p>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.</p> <ul style="list-style-type: none"> - PBIS Rewards - Morning check-ins - Class meetings - Behavior contracts <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: AP and BI</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			

Strategy 3 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course.</p> <p>Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s)</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
<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 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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher/Paraprofessional Attendance: We will monitor staff attendance monthly and award prizes for good attendance.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%.</p> <p>Staff Responsible for Monitoring: Campus Secretary Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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
- Student Discourse
- Visible Learning: Effect Size
- Emergent Bilingual Strategies

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

Strategy 1 Details	Reviews			
<p>Strategy 1: High-Quality Professional Development: Student Discourse, Visible Learning: Effect Size, Classroom Management Strategies, and Emergent Bilingual Instructional Strategies.</p> <p>Strategy's Expected Result/Impact: Teachers implement new strategies that will increase content capacity and provide improved instruction and decreased learning gaps.</p> <p>Staff Responsible for Monitoring: IS, Assistant Principals, Principal, and District Coaches.</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Improving Social Media Presence: Capture students and staff engaging in productive academic work and sharing through our school social media platforms. Involve ISs, teachers, and campus administrators in capturing these learning moments.</p> <p>Strategy's Expected Result/Impact: Increase the school community awareness regarding high quality instructional practices that are in place in our school.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Improving Social Media Presence: Send regular communication to our parents via email, text, voicemail, and on paper about the social media platforms that the information that we share on them.</p> <p>Strategy's Expected Result/Impact: Increase parents' awareness about the social media platforms that we use to communicate and engage with our community.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Improving Parent and Community Engagement: Provide opportunities to parents to attend after work hours, explaining the importance and benefits of participating, making their participation exciting, making invitations more personable, using input provided through Title I surveys or other feedback instruments in the planning of engagement opportunities, and spending more time and effort when promoting the opportunities with students.</p> <p>Strategy's Expected Result/Impact: Improve Parent and Community Engagement</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			

Strategy 4 Details	Reviews			
<p>Strategy 4: Improving Parent and Community Engagement: Provide multiple opportunities to participate and engage in our school. Different programs that will be offered this school year include VIPS and Watch DOGS Night, STAAR Night, KISS (Kids Invite Someone Special) Dance, Wellness and Fitness Night, Book Studies for Parents about essential topics that will benefit their school experience, Family Winter Night, Career Day, Multicultural Night, etc.</p> <p>Strategy's Expected Result/Impact: Improve Parent and Community Engagement</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Moderate Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

CPOC

Committee Role	Name	Position
Principal	Cesar Diaz	Principal
Teacher #1	Isis Loucel	Teacher #1
Teacher #2	Jasmin Kandola	Teacher #2
Teacher #3	Silvia Torres	Teacher #3
Teacher #4	Holly Evans	Teacher #4
Teacher #6	Benjamin Rader	Teacher #6
Teacher #5	Miriam Chatelle	Teacher #5
Teacher #7	Jennifer Schunneman	Teacher #7
Teacher #8	Michelle Christian	Teacher #8
Teacher #9	Alexandra Parkin	Teacher #9
Teacher #10	Beth Hite	Teacher #10
Other School Leader (Nonteaching Professional) #1	Brook Bell	Behavior Specialist
Other School Leader (Nonteaching Professional) #2	My Nguyen	Testing Coordinator
Other School Leader (Nonteaching Professional) #3	Victoria Valentin	ELAR Instructional Specialist
Other School Leader (Nonteaching Professional) #4	Amanda Wilson	Math/Science Instructional Specialist
Other School Leader (Nonteaching Professional) #5	Angelique Ramon-Valdez	Primary Instructional Specialist
Other School Leader (Nonteaching Professional) #6	Constance York	Counselor
Paraprofessional #1	Mayra Sanchez	School Secretary
Paraprofessional #2	Petra Lopez	AP Secretary
Administrator (LEA) #1	Daniel Montanes	Assistant Principal
Administrator (LEA) #2	Susan Bergholtz	Assistant Principal
Administrator (LEA) #3	Melissa Martin	Assistant Superintendent- Elementary C&I
Administrator (LEA) #4	Jerretta Temple	Director of Specialized Programs
Parent #1	Jackson Newberry	Parent #1
Parent #2	Tanya Hoppe	Parent #2
Community Member #1	Kevin Pigg	Community Member #1
Community Member #2	Jonathand Sykes	Community Member #2

Committee Role	Name	Position
Business Representative #1	Martha Jordan	Business Representative #1
Business Representative #2	Sydnea Rutland	Business Representative #2
Business Representative #3	Alex Soler	Business Representative #3
No Charter School in LEA	N/A N/A	No Charter School in LEA
No Tribal Association in LEA	N/A N/A	No Tribal Association in LEA

Addendums

Campus

Owens

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	77%	79%	81%	83%	85%
Meets or Above	49%	52%	55%	58%	61%
Masters Grade Level	21%	24%	27%	30%	33%

2025-26	Target Check
81%	Met District Strategic Target
50%	Did not meet District Strategic Target
30%	Met District Strategic Target

3rd Grade Early Childhood Reading Board Outcome Goal (Meet or Higher)					
	2024-25	2025-26	2026-27	2027-28	2028-29
All	42%	44%			
African Am.	54%	56%			
Hispanic	33%	35%			
Eco. Dis.	39%	41%			
EB	18%	20%			
SPED	21%	23%			
Highly Mobile	50%	52%			
High Focus	38%	40%			

2025-26	Target Check
50%	Met Reading Board Outcome Target
52%	Did not meet Reading Target
50%	Met Reading Board Outcome Target
50%	Met Reading Board Outcome Target
52%	Met Reading Board Outcome Target
33%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
50%	Met Reading Board Outcome Target

3rd Grade Early Childhood Math Board Outcome Goal (Meet or Higher)					
	2024-25	2025-26	2026-27	2027-28	2028-29
All	29%	31%			
African Am.	38%	40%			
Hispanic	19%	21%			
Eco. Dis.	28%	30%			
EB	15%	17%			
SPED	14%	16%			
Highly Mobile	50%	52%			
High Focus	26%	28%			

2025-26	Target Check
51%	Met Math Board Outcome Target
52%	Met Math Board Outcome Target
50%	Met Math Board Outcome Target
50%	Met Math Board Outcome Target
52%	Met Math Board Outcome Target
33%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
50%	Met Math Board Outcome Target

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

To ensure the privacy of small student groups, data for performance levels with fewer than five students are not shown.

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026	%	#	%	%	#	%	%	#	%
					#	%	#	%	%	#	%	%	#	%
Reading	3	Owens	ES5	All	98	77%	78	80%	42%	49	50%	22%	29	30%
Reading	3	Owens	ES5	Hispanic	60	71%	48	80%	33%	30	50%	16%	18	30%
Reading	3	Owens	ES5	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Owens	ES5	Asian	4	100%	4	100%	*	3	75%	*	2	50%
Reading	3	Owens	ES5	African Am.	23	81%	19	83%	54%	12	52%	23%	7	30%
Reading	3	Owens	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Owens	ES5	White	6	88%	5	83%	*	3	50%	*	2	33%
Reading	3	Owens	ES5	Two or More	5	*	2	40%	*	1	20%	*	0	0%
Reading	3	Owens	ES5	Eco. Dis.	64	75%	51	80%	39%	32	50%	21%	20	31%
Reading	3	Owens	ES5	EB	31	62%	25	81%	18%	16	52%	*	10	32%
Reading	3	Owens	ES5	At-Risk	34	65%	28	82%	25%	17	50%	17%	11	32%
Reading	3	Owens	ES5	SPED	15	64%	12	80%	*	5	33%	*	3	20%
Reading	3	Owens	ES5	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Owens	ES5	High Focus	80	73%	65	81%	38%	40	50%	20%	25	31%
Reading	4	Owens	ES5	All	106	81%	85	80%	57%	53	50%	24%	33	31%
Reading	4	Owens	ES5	Hispanic	65	79%	52	80%	45%	33	51%	15%	21	32%
Reading	4	Owens	ES5	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Owens	ES5	Asian	5	*	3	60%	*	2	40%	*	0	0%
Reading	4	Owens	ES5	African Am.	24	78%	20	83%	63%	12	50%	19%	8	33%
Reading	4	Owens	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Owens	ES5	White	8	88%	7	88%	81%	4	50%	50%	3	38%
Reading	4	Owens	ES5	Two or More	4	*	3	75%	*	2	50%	*	1	25%
Reading	4	Owens	ES5	Eco. Dis.	65	76%	52	80%	49%	33	51%	18%	21	32%
Reading	4	Owens	ES5	EB	38	71%	31	82%	32%	19	50%	*	3	8%
Reading	4	Owens	ES5	At-Risk	43	73%	35	81%	43%	22	51%	13%	13	30%
Reading	4	Owens	ES5	SPED	20	44%	16	80%	24%	10	50%	*	3	15%
Reading	5	Owens	ES5	All	114	76%	93	82%	50%	57	50%	25%	34	30%
Reading	5	Owens	ES5	Hispanic	66	76%	53	80%	59%	34	52%	20%	21	32%
Reading	5	Owens	ES5	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	5	Owens	ES5	Asian	4	70%	4	100%	*	0	0%	*	0	0%
Reading	5	Owens	ES5	African Am.	28	84%	23	82%	32%	14	50%	*	8	29%
Reading	5	Owens	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Owens	ES5	White	16	69%	13	81%	62%	9	56%	46%	5	31%
Reading	5	Owens	ES5	Two or More	0	*	0	*	*	0	*	*	0	*
Reading	5	Owens	ES5	Eco. Dis.	69	74%	55	80%	48%	35	51%	17%	22	32%
Reading	5	Owens	ES5	EB	41	66%	33	80%	38%	21	51%	*	3	7%
Reading	5	Owens	ES5	At-Risk	73	71%	59	81%	39%	37	51%	14%	22	30%
Reading	5	Owens	ES5	SPED	22	52%	18	82%	*	5	23%	*	3	14%
Math	3	Owens	ES5	All	98	60%	80	82%	29%	50	51%	7%	30	31%
Math	3	Owens	ES5	Hispanic	60	48%	48	80%	19%	30	50%	*	17	28%
Math	3	Owens	ES5	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Owens	ES5	Asian	4	100%	4	100%	*	2	50%	*	1	25%
Math	3	Owens	ES5	African Am.	23	77%	19	83%	38%	12	52%	*	8	35%
Math	3	Owens	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Owens	ES5	White	6	63%	5	83%	*	3	50%	*	2	33%
Math	3	Owens	ES5	Two or More	5	*	4	80%	*	3	60%	*	2	40%
Math	3	Owens	ES5	Eco. Dis.	64	61%	51	80%	28%	32	50%	*	15	23%

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026	%	#	%	%	#	%	%	#	%
					#	%	#	%	%	#	%	%	#	%
Math	3	Owens	ES5	EB	31	50%	25	81%	15%	16	52%	*	8	26%
Math	3	Owens	ES5	At-Risk	34	52%	28	82%	24%	17	50%	*	9	26%
Math	3	Owens	ES5	SPED	15	*	10	67%	*	5	33%	*	3	20%
Math	3	Owens	ES5	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Owens	ES5	High Focus	80	57%	65	81%	26%	40	50%	6%	25	31%
Math	4	Owens	ES5	All	106	60%	85	80%	37%	53	50%	19%	32	30%
Math	4	Owens	ES5	Hispanic	65	52%	52	80%	31%	33	51%	15%	20	31%
Math	4	Owens	ES5	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Owens	ES5	Asian	5	*	3	60%	*	2	40%	*	1	20%
Math	4	Owens	ES5	African Am.	24	53%	20	83%	25%	12	50%	*	7	29%
Math	4	Owens	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Owens	ES5	White	8	94%	7	88%	75%	4	50%	38%	3	38%
Math	4	Owens	ES5	Two or More	4	*	3	75%	*	2	50%	*	1	25%
Math	4	Owens	ES5	Eco. Dis.	65	51%	52	80%	27%	33	51%	13%	20	31%
Math	4	Owens	ES5	EB	38	53%	31	82%	19%	19	50%	*	3	8%
Math	4	Owens	ES5	At-Risk	43	48%	35	81%	23%	22	51%	14%	13	30%
Math	4	Owens	ES5	SPED	20	28%	16	80%	24%	10	50%	20%	6	30%
Math	5	Owens	ES5	All	114	62%	93	82%	33%	57	50%	11%	35	31%
Math	5	Owens	ES5	Hispanic	66	63%	53	80%	31%	33	50%	13%	21	32%
Math	5	Owens	ES5	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	Owens	ES5	Asian	4	70%	4	100%	*	2	50%	*	1	25%
Math	5	Owens	ES5	African Am.	28	56%	23	82%	28%	14	50%	*	9	32%
Math	5	Owens	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Owens	ES5	White	16	62%	13	81%	38%	8	50%	*	4	25%
Math	5	Owens	ES5	Two or More	0	*	0	*	*	0	*	*	0	*
Math	5	Owens	ES5	Eco. Dis.	69	57%	55	80%	27%	35	51%	8%	21	30%
Math	5	Owens	ES5	EB	41	53%	33	80%	22%	21	51%	*	3	7%
Math	5	Owens	ES5	At-Risk	73	54%	59	81%	21%	37	51%	7%	22	30%
Math	5	Owens	ES5	SPED	22	52%	18	82%	*	5	23%	*	3	14%
Science	5	Owens	ES5	All	114	61%	93	82%	26%	57	50%	15%	35	31%
Science	5	Owens	ES5	Hispanic	66	61%	53	80%	22%	33	50%	12%	21	32%
Science	5	Owens	ES5	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	Owens	ES5	Asian	4	60%	4	100%	*	2	50%	*	2	50%
Science	5	Owens	ES5	African Am.	28	56%	23	82%	24%	14	50%	*	8	29%
Science	5	Owens	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Owens	ES5	White	16	62%	13	81%	*	8	50%	*	5	31%
Science	5	Owens	ES5	Two or More	0	100%	0	*	*	0	*	*	0	*
Science	5	Owens	ES5	Eco. Dis.	69	57%	55	80%	22%	35	51%	9%	21	30%
Science	5	Owens	ES5	EB	41	47%	33	80%	*	21	51%	*	12	29%
Science	5	Owens	ES5	At-Risk	73	49%	59	81%	15%	37	51%	10%	22	30%
Science	5	Owens	ES5	SPED	22	48%	18	82%	*	5	23%	*	7	32%

2025-2026 Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a literacy schedule containing all required daily components.
- 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
 - Incorporate the use of digital tools such as:
 - Google Suite
 - Scholastic Literacy Pro
 - Scholastic Storyworks (2nd-5th)
 - Boost Reading
 - Amira Suite
 - HMH Suite
 - Achieve 3000
 - Schoology
 - Incorporate the use of technology inside the Language Arts classroom after explicit and systematic instruction of literacy processes has occurred, and when it is the most developmentally appropriate tool for the task being asked of the student

Mathematics

- Maximize instructional time by developing, posting, and consistently following a math schedule containing all required daily components.
- Model and expect students to use a problem-solving process by utilizing strategies included in Teacher Notes.
- Post and use classroom-created anchor charts in math classrooms.
- 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.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Use Bloom in Math student booklets in Kindergarten-5th grade and 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, Performance Matters, 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
 - Use district-approved 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 an Interactive Science Notebook in 1st-5th grades to record observations and demonstrate understanding of scientific concepts.
- Utilize the Science Study Guide (2nd-5th grades) to interpret diagrams and research/locate/generate information.
- Utilize the daily learning intention referenced in District Lessons at the start of each science block.
- Facilitate and maintain a student-created Interactive Word Wall in 2nd-5th grades.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Model the thought process utilized when analyzing scientific questions in 2nd-5th grades.
- Analyze data from observations and experiences to derive meaning, along with recurring themes and concepts.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and academic language.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and 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
 - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc.
 - Communicate and share conclusions using digital tools

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
- Utilize technology to encourage music composition as appropriate
- 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.
- Design open-ended lessons that highlight student voice, creativity, and problem-solving approaches.
- Introduce a range of media, techniques, and processes, including technology (e.g., digital tools) to foster creativity, support skill development, and encourage original outcomes through engaging art projects and research opportunities.
- Explore visual art-related careers to connect learning with real-world opportunities.
- Encourage students to connect learning in art with other areas of knowledge, such as math, reading, science, and social studies.
- Reflect regularly on teaching practices to support continuous professional growth.
- Utilize the resources available to teachers, including the CFISD adopted instructional materials, CFISD Benchmarks, and CFISD Curriculum Standards.
- Incorporate technology to foster creativity through engaging digital art projects and relevant research opportunities.
- Encourage excellence by offering students various opportunities to compete and exhibit their work through contests and community events such as the Houston Rodeo School Art Contest, Texas Elementary Art Meet (TEAM contest), and campus or districtwide art exhibitions.