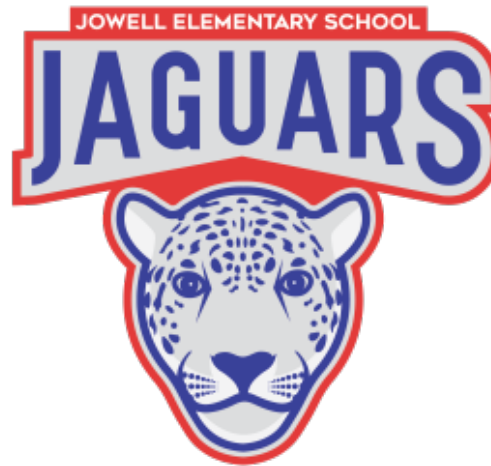


Cypress-Fairbanks Independent School District

Jowell Elementary School

2025-2026

Accountability Rating: C



Mission Statement

Mission Statement: Equip students today to impact tomorrow.

Vision

Inspiring Lifelong Learners.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Jowell Elementary is a campus in Katy, TX. Jowell Elementary is projected to serve 540) students in grades 3-5 during the 2025-26 school year, which is a decrease from the previous year of 560.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Jowell 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 19, 2025, and again on September 15, 2025. The meetings were held in the Jowell Elementary Library. We plan to meet again on November 17, 2025, February 23, 2026, and May 18, 2026 to review and revise the CNA as needed.

At the first meeting on May 19, 2025:

The CPOC completed a May CIP Strategy Evaluation; completed a 2024-2025 summative evaluation of the CIP; conducted a 2025-2025 needs assessment; began the 2025-2026 Campus Improvement Plan; and completed a review of the 2025-2026 preliminary Title I budget.

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

- teacher, parent, and community input

At the second meeting on (September 2025 CPOC meeting date), the CPOC:

(Copy from the meeting minutes what happened during the meeting. These should be in the 2025-26 Title I crate under September CPOC Documentation - Minutes. This needs to be in paragraph format and NOT a bulleted list.)

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: students in 4th grade reading dropped from Masters to Meets and rose from Approaches to Meets as compared to their performance on 3rd grade Reading STAAR in 2024. In 2024, 3rd graders received 25% Meets and 21% Masters; in 2025, 4th graders received 36% Meets and 13% Masters on Reading STAAR. Through the root cause analysis process, we identified: Filling the Gap is not utilized consistently during the instructional day.

Our second identified priority problem in the area of **student achievement** is: the percentage of teacher to student talk from 2024-2025 was 20/80 Teacher/Student Talk 18.4% as compared to 80/20 which was 31.3%. Through the root cause analysis process, we identified: students are not given enough opportunities to talk about their learning with each other.

Our third identified priority problem is in the area of **student achievement** is: 5th Grade reading students had 35.6% approaches on 4th grade Reading STAAR in 2024 and had 17.5% approaches as 5th graders. Through the root cause analysis process, we identified: collaborative learning happens 29.7% of the time during classroom observations.

Student Achievement

Student Achievement Strengths

- In 2025, 3rd grade math STAAR scores were ahead of 16 other CFISD elementary schools.
- In 2025, 4th grade reading was within 9% points of the district average for Approaches on Reading STAAR.
- In 2025, 4th grade reading students received 25.9% Meets on Reading STAAR when they were in 3rd grade in 2024 and received 35.2% Meets on Reading STAAR as 4th graders.
- In 2025, 4th grade math students received 6.5% Masters on Math STAAR when they were in 3rd grade and received 12.8% Masters on Math STAAR as 4th graders.
- In 2025, 5th grade math students had 22.5% Approaches on Math STAAR when they were in 4th grade and received 33% Approaches as 5th graders.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students in 4th grade reading dropped from Masters to Meets and rose from Approaches to Meets as compared to their performance on 3rd grade Reading STAAR in 2024. In 2024, 3rd graders received 25% Meets and 21% Masters; in 2025, 4th graders received 36% Meets and 13% Masters on Reading STAAR.

Root Cause: Filling the Gap is not utilized consistently during the instructional day.

Problem Statement 2: The percentage of teacher to student talk from 2024-2025 was 20/80 Teacher/Student Talk 18.4% as compared to 80/20 which was 31.3%.

Root Cause: We are not giving students enough opportunities to talk about their learning with each other.

Problem Statement 3: 5th Grade reading students had 35.6% approaches on 4th grade Reading STAAR in 2024 and had 17.5% approaches as 5th graders.

Root Cause: Collaborative learning only happens 29.7% of the time in the classroom (based on classroom observations).

Problem Statement 4: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps.

Root Cause: Need to deepen economically disadvantaged/at-risk student academic understandings/build schema and need to provide supplemental staffing support such as: a testing coordinator and a behavior specialist.

School Culture and Climate

School Culture and Climate Strengths

- All classrooms displayed the PBIS PAWS classroom matrix.
- All classrooms displayed the PBIS behavior continuum.
- Staff improved their understanding of the PBIS Rewards office referral system.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Reading teachers were absent a total of 175.5 days.

Root Cause: The significant leadership turnover on the campus contributed to multiple teachers who were approved to be out on simultaneous days.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- Teachers report they feel they have a very supportive administration and feel they can voice their opinion about anything.
- 100% of employees who completed the 2024-2025 employee perception survey report that opportunities exist to think for themselves.
- 100% of employees who completed the 2024-2025 employee perception survey recognize that opportunities for professional growth are available.
- 100% of employees who completed the 2024-2025 employee perception survey agree that quality work is expected of them.
- 100% of employees who completed the 2024-2025 employee perception survey agree that there are opportunities to discuss concerns with administrators.
- 100% of employees who completed the 2024-2025 employee perception survey agree that staff appreciation is built into the culture.
- 100% of employees who completed the 2024-2025 employee perception survey agree that decisions are data driven.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: 11% of employees who completed the 2024-2025 employee perception survey disagreed that opportunities are available to provide input.

Root Cause: Staff survey are only posted in the weekly staff e-newsletter.

Family and Community Engagement

Family and Community Engagement Strengths

- Parents and families are interested in assisting their students with academic work at home.
- Parents and families joined in a zoom in August 2025 to collaboratively draft the parent and family engagement policy.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Parents are unsure of how to help their students with math academic work at home.

Root Cause: Math academic standard and instruction have shifted since parents have been students in schools.

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: Instructional Focus: Improve student discourse in Tier 1 instruction and increase differentiation in Tier 2 instruction through structured small group intervention (Filling the Gap) during the instructional day. Strategy: Students will be provided with increased opportunities to participate in discourse and confer with teachers to improve the quality of student responses during student discourse. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Principal, APs	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: Improve student discourse in Tier 1 instruction and increase differentiation in Tier 2 instruction through structured small group intervention (Filling the Gap) during the instructional day. Strategy: Focus content planning on building capacity of teachers to pre-teach or re-teach content during the instructional day (Filling the Gap) and provide teachers smaller sets of student data to develop differentiated lessons. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Principal, APs	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: Improve student discourse in Tier 1 instruction and increase differentiation in Tier 2 instruction through structured small group intervention (Filling the Gap) during the instructional day. Strategy: The principal will individually meet with the math and reading instructional specialists once a week to plan for the following week's content planning to ensure that there is a structure in planning to allow teachers to discuss Tier 1 student discourse and Tier 2 differentiation. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
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
	 Some Progress	 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: Animal Helpers, Jaguar Leader, News Crew, Jowell Ambassadors, Student Reporters, Gifted and Talented programming, Run Club, Jazzy Jags, and the Jowell Baseball Team. Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

Strategy 6 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: 1. Salaries - A testing coordinator will help ensure correct testing accommodations are provided for students who take STAAR, TELPAS, STAAR-Alt 2 and TELPAS Alt 2. A behavior coach will work with teachers to build skills with classroom management and will work with students to develop conflict resolution skills. 2. Substitute Pay: Staff Development - We will pay for substitutes to cover classes when teachers meet with administrators to study student achievement data or when they attend a staff development session during the school day. 3. Extra Duty Pay - We will pay for teachers to provide tutoring to striving students and/or collaborate after school to adjust lesson plans/select materials/develop curriculum camps based on the instructional needs of our students. 4. Temporary Workers - We will pay for skilled tutors to come in during the school day to work with striving students in the areas of reading and/or math. 5. Consultants - We will pay for a math consultant and a reading consultant to offer professional development sessions in the summer to help teachers build skills in their content areas. We will also pay for the math consultant to visit campus during the school year to continue to coach teachers. 6. Instructional Supplies - We will use this money to purchase instructional supplies for the campus, such as but not limited to copy paper, toner, ink, supplemental intervention resources, and student folders for classrooms. 7. Supplies for Parent and Family Engagement - We will use this money to partially fund a subscription to IXL Math, which helps parents know how to help their student with math at home. Part of the Family and Parent Engagement Policy ensures that parents will help students at home with academic work, and IXL Math gives parents a tool for math assistance. 8. Buses - We will use this money to take students on field trips to further enrich their curriculum experiences on campus. 9. Snacks for Parent and Family Engagement - We will use this money to provide snacks during parent meetings, family nights, volunteer orientation, and Title I family meetings. 10. Library Books - We will increase the circulation of library books to develop stronger reading strategies and comprehension assisting in meeting instructional targets and needs. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished

Strategy 7 Details	Formative Reviews		
Strategy 7: Improving Student Engagement: increase student discourse during instruction. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 8 Details	Formative Reviews		
Strategy 8: Improving Student Engagement: implement student reporters. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable

Strategy 9 Details	Formative Reviews		
Strategy 9: Evidence-based school improvement strategy: All students who receive services through Special Education will receive TEKS-based instruction. the special education coordinators and coaches will train general education teachers in the areas of accommodations, supplemental aids, and how to best use in class support paraprofessionals. Campus monitoring plan: Teachers of students in resource will attend general education planning with the content they teach. District monitoring plan: Jowell is a CFISD Monitor school. Additionally, the district special education department will reassess the needs of the campus and provide support indicated by data. The district will take the following actions if the plan is not successfully implemented: Meet with the principal to discuss lack of implementation and monitor on a weekly basis. Campus reallocation of resources to support the strategy: The schedule of the resource teachers will be updated to reflect their attendance at general education content planning sessions. District reallocation of resources to support the strategy: One full day sub for five teachers to participate in training from the special education coordinators/coaches; special education coordinator, coaches, and assistant director of special education programming meet with campus to review the PLAAFP, IEP goals, and services provided in resource and/or in class support. Strategy's Expected Result/Impact: Special education student (current) performance goals Reading Meets or Higher: 26% Math Meets or Higher: 29% Reading Growth: 50% Student Success (Domain I Component Score): 23 raw score Note: If a target is missed, the campus will show growth toward meeting the next interim target. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 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: Safety procedures from EOP will be reviewed two times per school year. Strategy's Expected Result/Impact: Increased knowledge and awareness of procedures. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 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 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
	 Moderate Progress	 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
	 Moderate Progress	 Considerable	 Considerable
 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 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
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. Counselors provide guidance lessons to teach coping skills and emotional regulation including check-ins for students needing extra support, support students in the use of Tipline, and WHO lessons. Strategy's Expected Result/Impact: Violent incidents will be 0% Staff Responsible for Monitoring: Counselors/APs/Principals	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
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. We will utilize PBIS rewards to communicate with parents and students regarding behavior. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: AP/BC/Principal	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	 Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course. 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. Staff Responsible for Monitoring: Principal, Assistant Principal(s)	Formative		
	Nov	Feb	May
	 Some Progress	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase to 95%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Staff will be recognized every nine weeks for attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by .1%. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Staff will be recognized on the first day of the instructional month when everyone is at school. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by .1%. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Staff development will be provided by staff members based on needs as determined by walk-throughs, fly by's, goal setting, and planning discussions. Strategy's Expected Result/Impact: Teachers will gain more knowledge to improve instruction impacting student progress. LT will increase the coaching and support of teachers resulting in improved instruction. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent engagement will increase by 5%.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: develop a reasonable plan to post from social media at least a once a week Strategy's Expected Result/Impact: By the end of the current school year, parent engagement will increase by 5%. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: Use Jowell/Hoover branded communication on social media when appropriate. Strategy's Expected Result/Impact: By the end of the current school year, parent engagement will increase by 5%. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: teach parents how to help their child at home (publication and communication via Jowell and Hoover). Strategy's Expected Result/Impact: By the end of the current school year, parent engagement will increase by 5%. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: align parent/community engagement with Jowell and Hoover. Strategy's Expected Result/Impact: By the end of the current school year, parent engagement will increase by 5%. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Principal	Virginia Stout	Principal (there is only one principal)
Teacher #1	Angelvina Hofer	Teacher: 3rd Grade
Teacher #2	Erika Bilton	Teacher: 3rd Grade
Teacher #3	Adrianna Ortiz	Teacher: 4th Grade
Teacher #4	Melany Jimenez	Teacher: 4th Grade
Teacher #5	Hayley Smartt	Teacher: 5th Grade
Teacher #6	Ryan Merritt	Teacher: Special Education
Teacher #7	Bryana Saldaña	Teacher: Music
Teacher #8	Debra Wolfe	Teacher: Physical Education
Other School Leader (Nonteaching Professional) #1	Other School Leader (Nonteaching Professional) 1	Ashley Moore
Other School Leader (Nonteaching Professional) #2	Other School Leader (Nonteaching Professional) 2	Caroline Nelson
Other School Leader (Nonteaching Professional) #3	Other School Leader (Nonteaching Professional) 3	Colleen Layton
Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) 4	Brian Finnerty
Paraprofessional #1	Paraprofessional 1	Paraprofessional #1
Paraprofessional #2	Paraprofessional 2	Paraprofessional #2
Administrator (LEA) #1	Administrator (LEA) 1	Administrator (LEA) #1
Administrator (LEA) #2	Administrator (LEA) 2	Administrator (LEA) #2
Parent #1	Parent 1	Yuliana Martinez
Parent #2	Parent 2	Abigail Dover
Community Member #1	Community Member 1	Ron Webb
Community Member #2	Community Member 2	Tricia Barnes
Business Representative #1	Business Representative 1	Jisha Iyer
Business Representative #2	Business Representative 2	Daniel Arizipe
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

Jowell

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	71%	73%	75%	77%	79%
Meets or Above	41%	44%	47%	50%	53%
Masters Grade Level	17%	20%	23%	26%	29%

2025-26	Target Check
67%	Did not meet District Strategic Target
39%	Did not meet District Strategic Target
15%	Did not meet 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	45%	47%			
African Am.	34%	36%			
White	56%	58%			
Eco. Dis.	44%	46%			
EB	34%	36%			
SPED	14%	16%			
Highly Mobile	0%	2%			
High Focus	44%	46%			

2025-26	Target Check
46%	Did not meet Reading Target
41%	Met Reading Board Outcome Target
57%	Did not meet Reading Target
47%	Met Reading Board Outcome Target
35%	Did not meet Reading Target
15%	Did not meet Reading Target
*	Met Reading Board Outcome Target
45%	Did not meet Reading Target

3rd Grade Early Childhood Math Board Outcome Goal (Meet or Higher)					
	2024-25	2025-26	2026-27	2027-28	2028-29
All	39%	41%			
African Am.	18%	20%			
White	40%	42%			
Eco. Dis.	38%	40%			
EB	38%	40%			
SPED	7%	9%			
Highly Mobile	0%	2%			
High Focus	38%	40%			

2025-26	Target Check
41%	Met Math Board Outcome Target
21%	Met Math Board Outcome Target
43%	Met Math Board Outcome Target
39%	Did not meet Math Target
40%	Met Math Board Outcome Target
15%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
39%	Did not meet Math 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	Jowell	ES8	All	150	69%	109	73%	45%	69	46%	21%	33	22%
Reading	3	Jowell	ES8	Hispanic	93	71%	69	74%	45%	44	47%	22%	24	26%
Reading	3	Jowell	ES8	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Jowell	ES8	Asian	5	80%	3	60%	80%	1	20%	*	1	20%
Reading	3	Jowell	ES8	African Am.	39	58%	26	67%	34%	16	41%	14%	6	15%
Reading	3	Jowell	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Jowell	ES8	White	7	67%	5	71%	56%	4	57%	*	1	14%
Reading	3	Jowell	ES8	Two or More	6	100%	6	100%	*	4	67%	*	1	17%
Reading	3	Jowell	ES8	Eco. Dis.	129	68%	90	70%	44%	60	47%	19%	26	20%
Reading	3	Jowell	ES8	EB	60	57%	35	58%	34%	21	35%	10%	7	12%
Reading	3	Jowell	ES8	At-Risk	65	60%	41	63%	41%	28	43%	16%	11	17%
Reading	3	Jowell	ES8	SPED	26	20%	6	23%	14%	4	15%	*	1	4%
Reading	3	Jowell	ES8	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Jowell	ES8	High Focus	134	67%	92	69%	44%	60	45%	19%	27	20%
Reading	4	Jowell	ES8	All	190	74%	145	76%	49%	92	48%	13%	26	14%
Reading	4	Jowell	ES8	Hispanic	118	75%	90	76%	50%	63	53%	11%	16	14%
Reading	4	Jowell	ES8	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Jowell	ES8	Asian	6	*	6	100%	*	0	0%	*	0	0%
Reading	4	Jowell	ES8	African Am.	50	75%	38	76%	43%	22	44%	14%	8	16%
Reading	4	Jowell	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Jowell	ES8	White	12	56%	7	58%	44%	5	42%	*	1	8%
Reading	4	Jowell	ES8	Two or More	4	75%	4	100%	63%	2	50%	*	1	25%
Reading	4	Jowell	ES8	Eco. Dis.	156	77%	123	79%	47%	75	48%	13%	22	14%
Reading	4	Jowell	ES8	EB	82	75%	65	79%	45%	39	48%	*	3	4%
Reading	4	Jowell	ES8	At-Risk	92	66%	62	67%	38%	36	39%	7%	8	9%
Reading	4	Jowell	ES8	SPED	47	40%	20	43%	19%	10	21%	*	3	6%
Reading	5	Jowell	ES8	All	181	62%	124	69%	45%	83	46%	21%	39	22%
Reading	5	Jowell	ES8	Hispanic	103	69%	72	70%	50%	54	52%	19%	21	20%
Reading	5	Jowell	ES8	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Reading	5	Jowell	ES8	Asian	2	*	2	100%	*	1	50%	*	0	0%
Reading	5	Jowell	ES8	African Am.	51	47%	25	49%	28%	15	29%	19%	10	20%
Reading	5	Jowell	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Jowell	ES8	White	15	*	15	100%	*	7	47%	*	5	33%
Reading	5	Jowell	ES8	Two or More	9	*	9	100%	*	5	56%	*	3	33%
Reading	5	Jowell	ES8	Eco. Dis.	146	60%	90	62%	42%	63	43%	20%	30	21%
Reading	5	Jowell	ES8	EB	62	54%	35	56%	29%	19	31%	9%	6	10%
Reading	5	Jowell	ES8	At-Risk	124	52%	70	56%	29%	39	31%	8%	11	9%
Reading	5	Jowell	ES8	SPED	46	*	46	100%	*	10	22%	*	5	11%
Math	3	Jowell	ES8	All	150	61%	94	63%	39%	62	41%	14%	25	17%
Math	3	Jowell	ES8	Hispanic	93	66%	61	66%	45%	43	46%	18%	18	19%
Math	3	Jowell	ES8	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Jowell	ES8	Asian	5	90%	5	100%	60%	4	80%	*	1	20%
Math	3	Jowell	ES8	African Am.	39	40%	17	44%	18%	8	21%	*	4	10%
Math	3	Jowell	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Jowell	ES8	White	7	70%	5	71%	*	3	43%	*	1	14%
Math	3	Jowell	ES8	Two or More	6	100%	6	100%	*	4	67%	*	1	17%
Math	3	Jowell	ES8	Eco. Dis.	129	61%	81	63%	38%	50	39%	13%	18	14%

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	Jowell	ES8	EB	60	62%	38	63%	38%	24	40%	12%	8	13%
Math	3	Jowell	ES8	At-Risk	65	57%	38	58%	39%	26	40%	14%	10	15%
Math	3	Jowell	ES8	SPED	26	25%	7	27%	*	4	15%	*	2	8%
Math	3	Jowell	ES8	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Jowell	ES8	High Focus	134	61%	83	62%	38%	52	39%	13%	17	13%
Math	4	Jowell	ES8	All	190	58%	116	61%	32%	67	35%	10%	23	12%
Math	4	Jowell	ES8	Hispanic	118	67%	80	68%	38%	48	41%	11%	15	13%
Math	4	Jowell	ES8	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Jowell	ES8	Asian	6	*	6	100%	*	3	50%	*	1	17%
Math	4	Jowell	ES8	African Am.	50	34%	18	36%	18%	10	20%	*	4	8%
Math	4	Jowell	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Jowell	ES8	White	12	63%	8	67%	*	4	33%	*	2	17%
Math	4	Jowell	ES8	Two or More	4	63%	4	100%	*	2	50%	*	1	25%
Math	4	Jowell	ES8	Eco. Dis.	156	56%	90	58%	33%	53	34%	9%	15	10%
Math	4	Jowell	ES8	EB	82	70%	60	73%	37%	31	38%	*	3	4%
Math	4	Jowell	ES8	At-Risk	92	47%	45	49%	24%	24	26%	6%	6	7%
Math	4	Jowell	ES8	SPED	47	21%	11	23%	*	5	11%	*	3	6%
Math	5	Jowell	ES8	All	181	63%	122	67%	28%	53	29%	9%	19	10%
Math	5	Jowell	ES8	Hispanic	103	71%	75	73%	31%	33	32%	10%	11	11%
Math	5	Jowell	ES8	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Math	5	Jowell	ES8	Asian	2	*	2	100%	*	1	50%	*	0	0%
Math	5	Jowell	ES8	African Am.	51	46%	24	47%	17%	9	18%	*	4	8%
Math	5	Jowell	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Jowell	ES8	White	15	*	13	87%	*	6	40%	*	3	20%
Math	5	Jowell	ES8	Two or More	9	*	7	78%	*	3	33%	*	1	11%
Math	5	Jowell	ES8	Eco. Dis.	146	62%	92	63%	28%	42	29%	9%	14	10%
Math	5	Jowell	ES8	EB	62	55%	35	56%	20%	13	21%	*	3	5%
Math	5	Jowell	ES8	At-Risk	124	52%	66	53%	19%	25	20%	5%	8	6%
Math	5	Jowell	ES8	SPED	46	21%	10	22%	*	5	11%	*	3	7%
Science	5	Jowell	ES8	All	181	60%	115	64%	25%	49	27%	9%	18	10%
Science	5	Jowell	ES8	Hispanic	103	67%	70	68%	26%	28	27%	6%	9	9%
Science	5	Jowell	ES8	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Science	5	Jowell	ES8	Asian	2	*	2	100%	*	1	50%	*	0	0%
Science	5	Jowell	ES8	African Am.	51	42%	22	43%	19%	10	20%	*	5	10%
Science	5	Jowell	ES8	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Jowell	ES8	White	15	*	13	87%	*	6	40%	*	3	20%
Science	5	Jowell	ES8	Two or More	9	*	7	78%	*	3	33%	*	1	11%
Science	5	Jowell	ES8	Eco. Dis.	146	58%	86	59%	25%	38	26%	9%	14	10%
Science	5	Jowell	ES8	EB	62	55%	35	56%	18%	12	19%	*	3	5%
Science	5	Jowell	ES8	At-Risk	124	51%	64	52%	14%	18	15%	*	3	2%
Science	5	Jowell	ES8	SPED	46	21%	10	22%	*	5	11%	*	3	7%

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:
 - o Use Chromebook devices to engage in face-to-face and digital collaboration
 - o Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - o Collect and represent data using digital tools such as digital microscopes, Google Suite, etc.
 - o 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.