

Cypress-Fairbanks Independent School District

Lowery Elementary School

2025-2026

Mission Statement

District: Equip students today to impact tomorrow.

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

Vision

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

Campus: We do what's best for kids... every kid... every day... every way.

Comprehensive Needs Assessment

Revised/Approved: May 20, 2025

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Lowery Elementary is a campus in Houston, Texas. Lowery is projected to serve 680 students in grades EE-5th grade during the 2025-26 school year, which is an increase from the previous year of 665.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Lowery'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 20, 2025, and again on September 23, 2025. The meetings were held in the art room. We plan to meet again on November 18, 2025, February 17, 2026, and May 12, 2026, to review and revise the CNA as needed.

At the first meeting on May 20, 2025:

We began the meeting with Introductions and Celebrations. Celebrations included we made it to the end of the year, 2nd Grade play was amazing, 5th Grade loved Main Event! – PTO thanked them for the thank you notes, thank you to PTO for the playground equipment and the Porter Family, April shared coins from Superintendent to thank everyone for all the hard work serving on CPOC all year and gave everyone an additional coin to “pay it forward” and share with someone on campus when they notice them going above and beyond

- To Do: Each 25-26 Team needs to vote on their CPOC Representative for next year and send to April. Please email her by Friday.

Complete May CIP Strategy Evaluation, Everyone provided input on their strategies and where we are for each goal within the CIP to update the CIP for the last quarter and where they feel progress was made.

Complete 2024-25 CIP Summative Evaluation, Every strategy was analyzed as a year as a whole to see if we met the area and or need to revamp to continue to monitor progress moving into next year. Notes were made about celebrations as well explaining where and why we need continued growth.

We conducted the 2025-26 Needs Assessment: Data reviewed was reviewed in groups for each of the subject areas and strengths and weaknesses were noted and narrowed down. The

following data from the 2024-2025 School year was reviewed: Math DPM and Benchmark Data, ELAR DPM, Benchmark, MCLASS, and Amira data, Science DPMC and Benchmark Data, Behavior Data, Attendance Data. Strengths and needs were noted in ELAR, Math, Science, and behavior.

We begin 2025-26 Campus Improvement Plan, 2025-26 Strategy to address Need #1: ELA: By the end of the 25-26 school year, teachers will use the data recorded in monitoring notebooks to implement differentiated instruction based on student performance on specific skills to grow our meets and masters performance. 2025-26 Strategy to address Need #2: Writing: For the 25-26 school year, teachers will initiate ECR (extended constructed response) instruction in the Fall to improve end of the year performance increasing ECR scores in the 6-10 range. 2025-26 Strategy to address Need #3: Math: For the 25-26 school year, teachers will use the data recorded in monitoring notebooks to implement differentiated instruction based on student performance on specific skills to grow our meets and masters performance. 2025-26 Strategy to address Need #4: Science: For the 25-26 school year, teachers will initiate SCR (shortened constructed response) instruction in the Fall to improve end of the year performance increasing ECR scores in the 6-10 range, 2025-2026 Strategy to address Need #5: Behavior: for the 25-26 school year,

We discuss and Complete 2025-26 Title I Preliminary Planning Budget as we are still waiting on the exact numbers for the Title 1 Budget. Here is what we are proposing based on preliminary numbers Class Size Reduction 5th Grade, Class Size Reduction for 4th Grade, PAFE- \$ Sped Nights \$2,500, New Books for the library- \$1500, Temporary workers around \$3000-\$4000 and in addition (AI, MI, coming sooner in the year).

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

The following data from the 2024-2025 School year was reviewed:

- Math DPM and Benchmark Data
- ELAR DPM, Benchmark
- MCLASS, and Amira data
- Science DPMC and Benchmark Data
- Behavior Data
- Attendance Data

At the second meeting on September 23, 2025, 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 academic overall growth for students scoring low and high 'did not meet' was low. Through the root cause analysis process, we identified staff will use monitoring notebooks during planning with the instructional coaches, to plan for targeted instruction to ensure academic growth for all students.

Our second identified priority problem in the area of **student achievement** is students in the African American and Hispanic student groups performed about 10% below Asian and White student groups. Through the root cause analysis process, we identified staff will engage in TEKS based data digs with "action items" and follow up conversations to ensure all student groups are growing.

Our third identified priority problem is in the area of behavior management is physical aggression against peers and adults increased from 52 incidents to 88 incidents due to our PK and kindergarten students not having additional coping strategies to use when dysregulated. Through the root cause analysis process, we identified we will directly teach PK and kindergarten students coping strategies to use when dysregulated.

Student Achievement

Student Achievement Strengths

ELAR

- 1st Discussing books building phonics skills
- 2nd grade building on comprehension from decodable to longer passages
- Tier 1 instruction– Honor first instruction
- Phonemic awareness and phonics instruction is strong- decoding
- Finding details
- Grammar
- Genre characteristics

Math:

- Improving in fractions
- Identifying operations
- Spiraling concepts

Science:

- Applying scientific knowledge to real world situations

Overall Performance:

- Lowery grew in overall student achievement.
- Lowery grew in relative performance. Our economically disadvantaged student group grew in academic performance.
- Lowery grew in closing the gaps. Our economically disadvantaged student group, African American and Hispanic student groups grew in academic performance.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: Academic overall growth for students scoring low and high 'Did Not Meet' was low.

Root Cause: Instructional Focus Root Cause #1: Staff will use monitoring notebooks during planning with the instructional coaches, to plan for targeted instruction to ensure academic growth for all students.

Problem Statement 2: Instructional Focus Problem #2: Students receiving special education services performed at least 20% less than other student groups.

Root Cause: Instructional Focus Root Cause #2: Staff will ensure all student modifications and supports are in place to support LRE and first instruction through planning as documented in lesson plans.

Problem Statement 3: Instructional Focus Problem #3: Students in the African American and Hispanic student groups performed about 10% below Asian and White student groups.
Root Cause: Instructional Focus Root Cause #3: Staff will engage in TEKS based data digs with "action items" and follow up conversations to ensure all student groups are growing.

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: class size reduction in 5th grade and behavior specialist.

School Culture and Climate

School Culture and Climate Strengths

Overall, office referrals remained the same from 23-24 to 24-25 (165 referrals).

23-24, we had 3 out of school suspensions, reduced to 1 in 24-25.

47% of our student population is Hispanic. This student population also has the most office referrals at 48%.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Physical aggression against peers and adults increased from 52 incidents to 88 incidents. due to our PK and Kindergarten students not having additional coping strategies to use when dysregulated.

Root Cause: We will teach PK and Kindergarten students additional coping strategies to use when dysregulated.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

95% of the staff feel opportunities to think for themselves exist at Lowery.

96% of the staff feel the work asked of them directly relates to their job responsibilities.

94% of the staff feel the feel that information is available to help them do their job effectively.

97% of the staff feel procedures have been implemented to keep them safe at work.

97% of the staff feel quality work is expected of them and students.

90% fee collaboration is encouraged and practiced and staff appreciation is built into the school culture.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: 83% of staff completing the Employee Perception Survey feel various forms of feedback are given to help improve job performance.

Root Cause: Lowery administration should provide a survey to determine forms of feedback related to job performance they feel would benefit them and provide that feedback.

School Organization

School Organization Strengths

Lowery provides face to face events for our families such as Curriculum Nights, Open House, student performances, late night book fairs, parent conferences, SPED parent nights, Coffee with the Principal, PTO board and general meetings and Title 1 Parent meetings. Lowery provided multiple forms of communication for families and advertise and showcase students on social media.

Problem Statements Identifying School Organization Needs

Problem Statement 1: Typically, about 20-30% of our families participate and provide feedback and attend events at Lowery.

Root Cause: We will provide more communication to families that volunteer and showcase student work/performances on informational evenings to increase attendance.

Goals

Revised/Approved: September 23, 2025

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: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: We will strengthen Tier 1 instruction through the use of data collection in monitoring notebooks and targeted instruction for all students while focusing on special education, African American and Hispanic. Strategy: Staff will utilize monitoring notebooks when planning weekly with instructional coaches, to plan targeted instruction to ensure student growth. Strategy's Expected Result/Impact: Students will make incremental growth. Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: We will strengthen Tier 1 instruction through the use of data collection in monitoring notebooks and targeted instruction for all students while focusing on special education, African American and Hispanic. Strategy: Staff will ensure all student modifications and supports are in place to support LRE and first instruction through planning as documented in lesson plans. Strategy's Expected Result/Impact: Students in special education will make growth. Staff Responsible for Monitoring: Teachers, Paraprofessionals, Diagnostician, SLPs, Assistant Principals, Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: We will strengthen Tier 1 instruction through the use of data collection in monitoring notebooks and targeted instruction for all students while focusing on special education, African American and Hispanic. Strategy: Staff will engage in TEKS based data digs with "action items" and follow up conversations to ensure all student groups are growing. Data used will include performance samples such as daily performance, DPMs, Benchmarks, MAP, mClass, IXL, Amira, and Amplify. Strategy's Expected Result/Impact: All students will grow in their academic performance. Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal	Formative		
	Nov	Feb	May
	 Moderate 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, PE Teacher	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 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: GT enrichment, Student Council, 5th grade Choir, Name that Book, Chess Club, Principals' Advisory Committee 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
	 Considerable	 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 - The class-size reduction reading teacher in 5th grade will assist in lowering the student to teacher ratio assisting in meeting our students' goals in all content areas. A behavior specialist will provide proactive strategies to increase student time in the classroom and decrease students missing first instruction. 2. Temporary Workers -Temporary Workers will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table. 3. Substitutes- When staff funded by Title 1 are absent, Title 1 funds will pay for their substitute. 4. Parent and Family Engagement- Funds will be used to increase parent engagement in events such as special education parent nights, Open Houses and parent conferences. Staff Responsible for Monitoring: Principal, Instructional Specialists, Assistant Principals, Teachers	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 7 Details	Formative Reviews		
Strategy 7: Improving Student Engagement: We will provide pop up award ceremonies to motivate and celebrate students for effort, achievement, determination, perseverance and conduct. Strategy's Expected Result/Impact: Students will grow academically. Staff Responsible for Monitoring: All Staff	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 8 Details	Formative Reviews		
Strategy 8: Improving Student Engagement: Staff will provide enrichment activities for students to feel connected and successful at Lowery, such as GT enrichment activities, student clubs and opportunities for students to demonstrate their learning to their parents at Open House and performances such as choir, musicals, Western Day Showcase, Art shows. Strategy's Expected Result/Impact: Student growth and increase in student attendance Staff Responsible for Monitoring: All Staff	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: MAP and MClass Data
Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Kindergarten to third grade will implement daily foundational skills with fidelity. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Teachers, IS, AP, Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
No Progress Accomplished Continue/Modify Discontinue			

District Goal 5: 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 5.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data
Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: We will implement the district curriculum with fidelity. Strategy's Expected Result/Impact: Student growth on MAP Staff Responsible for Monitoring: Teachers, IS, AP, Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
No Progress Accomplished Continue/Modify Discontinue			

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

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

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

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Need to continue our attendance goals.

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Discuss safety concerns through staff table talks and implement necessary procedural changes learned through practice drills and requested by CFISD to ensure student safety. Strategy's Expected Result/Impact: Monitor arrival and dismissal, make and monitor adjustments to student traffic flow, classroom design with Fire Marshal guidelines and monitor and enforce campus visitor policy Staff Responsible for Monitoring: Principal, Assistant Principal, campus staff	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. 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
	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 96% overall attendance rate. Strategy's Expected Result/Impact: 96% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Moderate Progress	 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) such as calling parents after the third consecutive absence, sending home letters, monitoring student absence weekly, providing perfect attendance awards each 9 weeks and implementing additional strategies if our targets are not met. It was suggested that we advertise that attendance equals school funding. It was also suggested we incentivize attendance through a drawing for students. Strategy's Expected Result/Impact: 96% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 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

Next Year's Recommendation: Continue to provide proactive approaches to teach behavior skills to students.

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Staff will teach and reinforce Bringing Out the Best lessons in combination with additional lessons/interventions as needed by specific students, with additional learning opportunities for students new to Lowery. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Staff, Behavior Interventionist, Assistant Principals, Counselors, Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: Staff will be trained on Positive behavior supports and restorative practices and will teach specific coping strategies to students, specifically primary aged students and students new to Lowery, to help regulate behavior when dysregulated and reduce physical aggression toward peers and adults. Strategy's Expected Result/Impact: Students will be equipped with proactive coping skills for dysregulation. Staff Responsible for Monitoring: Staff, Behavior Interventionist, Assistant Principals, Counselors, Principal	Formative		
	Nov	Feb	May
	 Considerable	 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
	 Moderate 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
	 Accomplished	 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 24-25 school year, when staff need to be absent, a plan will be provided to continue to provide high quality instruction and supervision 100% of the time.

- Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports
- Summative Evaluation:** Met Objective
- Next Year's Recommendation:** Continue and revise the goal

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

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

Performance Objective 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

Next Year's Recommendation: Continue and revise PD goals

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Yearly, teachers have an opportunity to attend Capturing Kids' Hearts and campus driven professional development. Staff are encouraged to collaborate regularly, sharing effective strategies and practices through long range planning and vertical team meetings as well as weekly planning. Staff are also encouraged to provide quick PD at staff seminars, after school and during plannings. Staff are encouraged to attend district PD. Lunch and learns will be hosted by the principal. Input will be collected at least twice during the school year on needed campus specific PD. Strategy's Expected Result/Impact: Capturing Kids' Hearts focuses on building strong relationships as well as learning to look at student behavior with the function of behavior lens. The result is a positive school and classroom culture where children feel connected, take academic risks and learn from their mistakes. Campus Driven PD spotlights staff who showcase strategies, ideas, instructional practices and classroom management strategies to improve lessons and class culture. Gather staff input once per semester, at minimum, on campus specific professional development needs. Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase, as measured by an increase from 25-30% attendance to 35-40% attendance in school events.

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

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to focus on parent attendance at events

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: Lowery will use voice/videos of students and adults to showcase happenings at Lowery as well as "Why We Love Lowery." Strategy's Expected Result/Impact: Increase social media following Staff Responsible for Monitoring: All Staff	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: Lowery will highlight student/staff successes, celebrations, instruction and school events to advertise events at Lowery and celebrate Lowery. Strategy's Expected Result/Impact: Increased attendance to parent events, fundraising efforts and volunteering opportunities Staff Responsible for Monitoring: All staff	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: Lowery will offer frequent face to face opportunities such as Boo Hoo Breakfast, public PTO meetings, Title 1 Meetings, Parent Conferences, Coffee with the Principal twice a year, increased volunteer opportunities and evening/community events in conjunction with our PTO to break down barriers of the schoolhouse. Strategy's Expected Result/Impact: Increased participation in events and volunteering opportunities as well as increased feedback and input Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: Evening events will be informational, conversational and family engagement focused. Grade level informational meetings will be paired with a student showcase of academic skills. Parents will have training to access information through Schoology as well. Strategy's Expected Result/Impact: Increased attendance at evening parent events Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Principal	April Wright	Principal (there is only one principal)
Teacher #1	Daniela Nava 1	ECSE Teacher
Teacher #3	Christina Porter 3	First Grade Teacher
Teacher #5	Amy Mullen-Baxter 5	Third Grade Teacher
Teacher #2	Kendra Heider 2	Kinder Teacher
Teacher #6	Teri Carrillo 6	Fourth Grade Teacher
Teacher #4	Cynthia Richards 4	Second Grade Teacher
Teacher #7	Courtney Rodd 7	Fifth Grade Teacher
Teacher #8	Lauren Vysotsky 8	Large Group
Teacher #9	Amy Turner	Sped TEacher
Other School Leader (Non-teaching Professional) #1	Susan Mueller 1	Instructional Specialist
Other School Leader (Nonteaching Professional) #3	Kathryn Tubbs 3	Testing Coordinator
Other School Leader (Non-teaching Professional) #2	Christina Bryant 2	Instructional Specialist
Other School Leader (Non-teaching Professional) #4	Daijah Howell 4	Behavior Specialist
Other School Leader (Non-teaching Professional) #5	Kerrie Turner 1	Assistant Principal
Other School Leader (Non-teaching Professional) #6	Katherine Nelson 2	Assistant Principal
Paraprofessional #1	Cynthia Austin 1	Paraprofessional #1
paraprofessional#2	Terri Kmiecik	Campus Secretary
Administrator LEA #1	James Kellgren	District Representative
Administrator LEA #2	Kelly McMahon	District Representative
Parent #1	Nikki York	Parent #1
Parent #2	Erin Miller	Parent #2
Community Member #1	Ceil McDonald	Community Member #1
Community Member #2	Kristen Hall	Community Member #2
Business Representative #1	Alex Soler	Equitable Advisors
Business Representative #2	Michelle Wyatt	ARK Fellowship
No Charter Schools in District	N/A N/A	No Charter Schools in District

Committee Role	Name	Position
No Tribal Associations in District	N/A N/A	No Tribal Associations in District

Addendums

Campus

Lowery

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

2025-26	Target Check
88%	Met District Strategic Target
66%	Met District Strategic Target
39%	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	65%	67%			
African Am.	46%	48%			
Hispanic	63%	65%			
Eco. Dis.	55%	57%			
EB	20%	22%			
SPED	25%	27%			
Highly Mobile	100%	100%			
High Focus	53%	55%			

2025-26	Target Check
68%	Met Reading Board Outcome Target
58%	Met Reading Board Outcome Target
68%	Met Reading Board Outcome Target
58%	Met Reading Board Outcome Target
29%	Met Reading Board Outcome Target
28%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
56%	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	55%	57%			
African Am.	38%	40%			
Hispanic	52%	54%			
Eco. Dis.	52%	54%			
EB	10%	12%			
SPED	18%	20%			
Highly Mobile	100%	100%			
High Focus	45%	47%			

2025-26	Target Check
59%	Met Math Board Outcome Target
42%	Met Math Board Outcome Target
62%	Met Math Board Outcome Target
56%	Met Math Board Outcome Target
21%	Met Math Board Outcome Target
21%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
47%	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	Lowery	ES3	All	90	88%	84	93%	65%	61	68%	31%	33	37%
Reading	3	Lowery	ES3	Hispanic	37	86%	34	92%	63%	25	68%	29%	14	38%
Reading	3	Lowery	ES3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Lowery	ES3	Asian	3	*	2	67%	*	2	67%	*	1	33%
Reading	3	Lowery	ES3	African Am.	19	92%	18	95%	46%	11	58%	*	6	32%
Reading	3	Lowery	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Lowery	ES3	White	23	94%	22	96%	81%	19	83%	39%	11	48%
Reading	3	Lowery	ES3	Two or More	8	88%	8	100%	*	4	50%	*	1	13%
Reading	3	Lowery	ES3	Eco. Dis.	59	85%	52	88%	55%	34	58%	27%	18	31%
Reading	3	Lowery	ES3	EB	14	50%	8	57%	*	4	29%	*	1	7%
Reading	3	Lowery	ES3	At-Risk	18	75%	14	78%	36%	6	33%	14%	3	17%
Reading	3	Lowery	ES3	SPED	29	71%	22	76%	25%	8	28%	*	5	17%
Reading	3	Lowery	ES3	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Lowery	ES3	High Focus	68	84%	59	87%	53%	38	56%	23%	18	26%
Reading	4	Lowery	ES3	All	122	87%	111	91%	79%	99	81%	41%	54	44%
Reading	4	Lowery	ES3	Hispanic	63	81%	55	87%	71%	47	75%	35%	27	43%
Reading	4	Lowery	ES3	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Reading	4	Lowery	ES3	Asian	6	*	4	67%	*	3	50%	*	1	17%
Reading	4	Lowery	ES3	African Am.	14	91%	13	93%	82%	12	86%	45%	7	50%
Reading	4	Lowery	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Lowery	ES3	White	32	96%	32	100%	93%	31	97%	46%	16	50%
Reading	4	Lowery	ES3	Two or More	6	83%	6	100%	83%	5	83%	*	3	50%
Reading	4	Lowery	ES3	Eco. Dis.	61	78%	49	80%	69%	43	70%	33%	20	33%
Reading	4	Lowery	ES3	EB	17	85%	15	88%	77%	14	82%	*	3	18%
Reading	4	Lowery	ES3	At-Risk	25	77%	20	80%	60%	16	64%	30%	8	32%
Reading	4	Lowery	ES3	SPED	26	54%	15	58%	70%	11	42%	*	5	19%
Reading	5	Lowery	ES3	All	104	81%	94	90%	68%	73	70%	48%	52	50%
Reading	5	Lowery	ES3	Hispanic	55	77%	51	93%	67%	38	69%	46%	27	49%
Reading	5	Lowery	ES3	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Reading	5	Lowery	ES3	Asian	6	*	4	67%	*	3	50%	*	1	17%
Reading	5	Lowery	ES3	African Am.	12	72%	9	75%	50%	7	58%	33%	5	42%
Reading	5	Lowery	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Lowery	ES3	White	24	90%	23	96%	72%	18	75%	55%	14	58%
Reading	5	Lowery	ES3	Two or More	6	100%	6	100%	88%	6	100%	75%	5	83%
Reading	5	Lowery	ES3	Eco. Dis.	58	72%	43	74%	55%	33	57%	35%	22	38%
Reading	5	Lowery	ES3	EB	29	53%	16	55%	47%	14	48%	*	5	17%
Reading	5	Lowery	ES3	At-Risk	45	63%	29	64%	44%	21	47%	22%	11	24%
Reading	5	Lowery	ES3	SPED	25	52%	14	56%	19%	6	24%	*	5	20%
Math	3	Lowery	ES3	All	90	78%	80	89%	55%	53	59%	29%	30	33%
Math	3	Lowery	ES3	Hispanic	37	78%	35	95%	52%	23	62%	24%	13	35%
Math	3	Lowery	ES3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Lowery	ES3	Asian	3	100%	3	100%	*	1	33%	*	0	0%
Math	3	Lowery	ES3	African Am.	19	62%	15	79%	38%	8	42%	*	5	26%
Math	3	Lowery	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Lowery	ES3	White	23	84%	21	91%	71%	17	74%	45%	12	52%
Math	3	Lowery	ES3	Two or More	8	63%	6	75%	*	4	50%	*	0	0%
Math	3	Lowery	ES3	Eco. Dis.	59	72%	44	75%	52%	33	56%	22%	15	25%

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	Lowery	ES3	EB	14	50%	8	57%	*	3	21%	*	1	7%
Math	3	Lowery	ES3	At-Risk	18	57%	11	61%	30%	6	33%	14%	3	17%
Math	3	Lowery	ES3	SPED	29	39%	12	41%	18%	6	21%	*	3	10%
Math	3	Lowery	ES3	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Lowery	ES3	High Focus	68	69%	49	72%	45%	32	47%	21%	16	24%
Math	4	Lowery	ES3	All	122	77%	105	86%	59%	73	60%	31%	42	34%
Math	4	Lowery	ES3	Hispanic	63	73%	56	89%	54%	36	57%	31%	22	35%
Math	4	Lowery	ES3	Am. Indian	1	*	1	100%	*	0	0%	*	0	0%
Math	4	Lowery	ES3	Asian	6	*	4	67%	*	3	50%	*	1	17%
Math	4	Lowery	ES3	African Am.	14	55%	9	64%	45%	7	50%	*	3	21%
Math	4	Lowery	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Lowery	ES3	White	32	89%	30	94%	64%	22	69%	39%	14	44%
Math	4	Lowery	ES3	Two or More	6	83%	5	83%	83%	5	83%	*	2	33%
Math	4	Lowery	ES3	Eco. Dis.	61	67%	42	69%	49%	31	51%	27%	18	30%
Math	4	Lowery	ES3	EB	17	77%	14	82%	46%	9	53%	*	3	18%
Math	4	Lowery	ES3	At-Risk	25	63%	17	68%	42%	11	44%	23%	7	28%
Math	4	Lowery	ES3	SPED	26	46%	13	50%	27%	8	31%	*	3	12%
Math	5	Lowery	ES3	All	104	77%	88	85%	65%	71	68%	38%	44	42%
Math	5	Lowery	ES3	Hispanic	55	79%	49	89%	65%	42	76%	37%	24	44%
Math	5	Lowery	ES3	Am. Indian	1	*	0	0%	*	0	0%	*	0	0%
Math	5	Lowery	ES3	Asian	6	*	3	50%	*	0	0%	*	0	0%
Math	5	Lowery	ES3	African Am.	12	56%	9	75%	44%	6	50%	28%	4	33%
Math	5	Lowery	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Lowery	ES3	White	24	86%	22	92%	72%	18	75%	41%	12	50%
Math	5	Lowery	ES3	Two or More	6	75%	5	83%	75%	5	83%	63%	4	67%
Math	5	Lowery	ES3	Eco. Dis.	58	65%	39	67%	49%	30	52%	26%	16	28%
Math	5	Lowery	ES3	EB	29	47%	15	52%	33%	10	34%	*	3	10%
Math	5	Lowery	ES3	At-Risk	45	52%	25	56%	31%	15	33%	17%	9	20%
Math	5	Lowery	ES3	SPED	25	48%	13	52%	32%	9	36%	*	3	12%
Science	5	Lowery	ES3	All	104	73%	86	83%	49%	53	51%	26%	33	32%
Science	5	Lowery	ES3	Hispanic	55	77%	49	89%	39%	23	42%	18%	16	29%
Science	5	Lowery	ES3	Am. Indian	1	*	1	100%	*	0	0%	*	0	0%
Science	5	Lowery	ES3	Asian	6	*	3	50%	*	2	33%	*	1	17%
Science	5	Lowery	ES3	African Am.	12	47%	8	67%	41%	6	50%	*	3	25%
Science	5	Lowery	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Lowery	ES3	White	24	79%	20	83%	72%	18	75%	38%	11	46%
Science	5	Lowery	ES3	Two or More	6	75%	5	83%	63%	4	67%	*	2	33%
Science	5	Lowery	ES3	Eco. Dis.	58	61%	37	64%	33%	21	36%	13%	9	16%
Science	5	Lowery	ES3	EB	29	60%	18	62%	*	5	17%	*	3	10%
Science	5	Lowery	ES3	At-Risk	45	49%	23	51%	21%	11	24%	*	3	7%
Science	5	Lowery	ES3	SPED	25	50%	13	52%	17%	5	20%	*	3	12%

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.