

# **Cypress-Fairbanks Independent School District**

## **Lowery Elementary School**

### **2021-2022 Campus Improvement Plan**



# Mission Statement

District: We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global learners.

Lowery: Our commitment is to empower every student to reach their academic, behavioral and social/emotional potential as measured by state, district and individual standards. We will provide a comprehensive system of accountability and support to assure the success of all Lowery students. Through a positive and safe environment, we will promote the development of respect, responsibility and citizenship.

## Vision

District: LEAD: Learn, Empower, Achieve, Dream

## PBIS Matrix

Lowery PROUD

Positive, Respectful, Ownership, Use Time Wisely, Dependable

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

**Title I, Part A Schoolwide Program Element 1.1: Comprehensive Needs Assessment:** The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: Our CPOC team met in May and informally in August, to review the previous year's CIP and the progress made toward our goals. We analyzed many forms of data and feedback. After review of our progress and challenges, we met again to determine the most effective strategies we needed to implement as a team to meet the needs of each student we serve.

In summary, the comprehensive needs assessment denotes the following: Once completing the comprehensive needs assessment we determined that we needed to continue to focus on providing learning opportunities for our children that focus on supportive professional relationships, targeted instruction to build on strengths and needs, critical writing in all content areas, targeted small group instruction in math and science through differentiation and providing hands on experiences as well as increasing focus on oral language and discourse in all content areas. Through teamwork with our family and community, our goal is to meet the needs of each individual student.

The comprehensive needs assessment was used to develop the goals, performance objectives, and strategies in the remainder of this campus improvement plan.

**Title I, Part A Schoolwide Program Element 2.1: Campus Improvement Plan Developed with Appropriate Stakeholders:** The campus improvement plan was developed with involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. The committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC).

**Title I, Part A Schoolwide Program Element 2.2: Regular Monitoring and Revision:** The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

**Title I, Part A Schoolwide Program Element 2.3: Available to Parents and Community in an Understandable Format and Language:** The campus improvement plan is available to the local education agency, parents, and the public, and information contained in the plan is in an understandable and uniform format and, to the extent practicable provided in a language parents can understand. It is written in English and translated into Spanish and other languages based on the following Language Access Plan for Title I Campuses:

*In accordance with Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act, this procedure establishes guidelines for providing language accessible services to individuals that are limited English proficient.*

*All Title I Campuses shall have all written and oral communication services readily available in English and Spanish.*

*When 25% of a Cypress-Fairbanks ISD Title I campuses home language data shows that the common form of communication is a language other than English or Spanish, the campus will provide the following documents translated to the common language:*

- *Registration and Enrollment Forms*

- *Progress Reports*
- *Report Cards*
- *Campus Improvement Plans*
- *School-Parent Compact*
- *Parent Engagement Policy*

*Individual campuses may provide other documents translated in a language accessible to their community based upon campus needs. All documents will be translated upon request. Verbal translation in Spanish is available at all Cypress-Fairbanks ISD campuses. The entire Cypress-Fairbanks ISD website, including attachments and links, is translated into Spanish. Other translations may be provided upon request.*

The Campus Improvement Plan is made available to parents on the campus website, the district website, the front office and the three apartment complexes that feed into Lowery Elementary.

# Student Achievement

## Student Achievement Strengths

In the 2020-2021 school year, students scored the following on STAAR:

- 5th Grade Reading: 76% Approaches, 54% Meets, 39% Masters
- 5th Grade Math: 68% Approaches, 36% Meets, 20% Masters
- 5th Grade Science: 68% Approaches, 38% Meets, 19% Masters
- 4th Grade Writing: 53% Approaches, 26% Meets, 8% Masters
- 4th Grade Reading: 74% Approaches, 44% Meets, 18% Masters
- 4th Grade Math: 67% Approaches, 44% Meets, 24% Masters
- 3rd Grade Reading: 78% Approaches, 54% Meets, 29% Masters
- 3rd Grade Math: 68% Approaches, 40% Meets, 17% Masters

Overall, our Hispanic subgroup has improved. In general, our performance in reading was higher than in math. Our 3rd graders maintained the least distance between 2020 scores and 2019 scores.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Reading: Students need targeted instruction to build on strengths and target needs. **Root Cause:** Reading: At Lowery, we need to continue to differentiate instruction for all students.

**Problem Statement 2:** Writing: Students are not making the connection between writing instruction and using writing to share information. **Root Cause:** Writing: At Lowery, we need to improve student writing by writing in all subjects.

**Problem Statement 3:** Math: Students need targeted instruction to build on strengths and target needs in math. **Root Cause:** Math: At Lowery, we need to continue to differentiate instruction through small groups and hands on experiences.

**Problem Statement 4:** Science: Students need concrete understanding of science concepts. **Root Cause:** Science: At Lowery, we need to continue to provide hands on instruction, tactile experiences and meaningful discourse to connect vocabulary to experiences and the real world.

**Problem Statement 5:** Students are beginning the 2021-22 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

**Problem Statement 6:** Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

# School Culture and Climate

## School Culture and Climate Strengths

- Most student absences were Covid related.
- Office referrals decreased from 209 office referrals to 45 referrals.
- Out of school suspension decreased 50% from 6 suspensions to 3 suspensions.
- Students received social skills and strategies for interacting with peers through groups, counselor visits and computer based programs.
- Our students reported feeling comfortable when reporting unsafe situations to school personnel.
- Staff shared in an informal survey that communication and transparency improved.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** School Culture and Climate: Though our office referrals decreased, physical aggression with a peer continues to be the concern. **Root Cause:** School Culture and Climate: Staff will continue to explicitly teach students to solve problems with peers without physical contact.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Strengths

- Staff participating on our staff mentor program felt connected and supported.
- Our staff participate in a variety of learning opportunities provided by the district.
- 100% of our staff feel quality work is expected of them.
- 98% feel opportunities for professional growth are available.
- 98% of our staff feel opportunities exist for them to think for themselves.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Teacher/Paraprofessional Attendance: At Lowery, we can continue to improve on individual staff recognition. **Root Cause:** Teacher/Paraprofessional Attendance: At Lowery, staff members need to be given feedback and/or recognized in various ways.



# Parent and Community Engagement

## Parent and Community Engagement Strengths

- Parent attendance increased in IEP meetings with the introduction of Zoom meetings.
- Parents participated in Zoom conferences.
- Most parents use newsletters to stay informed.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Community Engagement: Parents report wanting help with academics, behavior and student self esteem. **Root Cause:** Parent and Community Engagement: Lowery staff needs to find additional methods/opportunities for parents to provide specific feedback regarding events and supports to improve academic success.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Improvement Planning Data**

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

## **Student Data: Assessments**

- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Violence and/or violence prevention records

## **Employee Data**

- Staff surveys and/or other feedback

## **Parent/Community Data**

- Parent engagement rate

# Goals










Revised/Approved: September 28, 2021




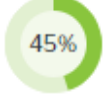








**Goal 1: Academic Achievement:** The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.




**Performance Objective 1: Curriculum and Instruction & Accountability:** By June 2022, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

**Evaluation Data Sources:** STAAR Reading, Writing, Math and Science results


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


Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Reading: Reading/ELA:</b> Teachers will use multiple sources of data to identify student learning needs to plan and implement differentiated instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Assistant Principals, Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4</p> <p><b>Funding Sources:</b> Easels for small group instruction - Title I - \$3,139.91</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Writing:</b> Teachers will help students make connections across curricula through daily writing in a variety of ways.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Assistant Principals, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Writing:</b> Within our vertically aligned curriculum, teachers will understand and use the developmental continuum of writing as depicted in district rubrics to determine students' current level of writing and thus know the next steps for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Assistant Principals, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Math: Teachers will use multiple sources of data to differentiate math instruction by small groups, using hands on instruction, student discourse and targeting individual student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Assistant Principals, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Science: Teachers will use multi-sensory learning experiences, student discourse, real world connections and tactile experiences to make science vocabulary and concepts concrete.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Assistant Principals, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: targeted small group instruction focused on number sense and number connections, revision and editing strategies, and building comprehension and phonemic awareness.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Assistant Principals, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Well-Rounded Education : The campus will provide enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education, such as Lowery's GT Showcase, Student Council, Principal's Advisory Club, Choir, Garden Club, Chess Club and Kindness Club.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the STAAR targets on the attached data table</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Deepen understanding of and address specific academic needs of the African American, students receiving specialized services and economically disadvantaged student groups in an effort to address the needs of all students, particularly at-risk.</p> <p><b>Strategy's Expected Result/Impact:</b> Title I Campuses: Write in specific results/impacts for EACH FUND SOURCE item listed below:</p> <ol style="list-style-type: none"> <li>Salaries -The primary Instructional Specialist will assist in ensuring our primary aged students meet or exceed their instructional goals. The behavior coach will assist in ensuring the social emotional needs of our students are met. 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.</li> <li>Temporary Workers -Temporary Workers will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table.</li> <li>Professional Development -The leadership team, teaching staff, and para-professionals will attend professional development both locally and out of state to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP.</li> <li>Classroom rugs- Student rugs provide organizational tools for classroom management and closer teacher/student proximity. Students have space around them but are close enough to talk and turn with partners, promoting collaboration, student participation and student discourse.</li> <li>Art Supplies- Students express themselves in a variety of ways, building self confidence, connection and another opportunity to shine.</li> <li>Book vending machine - enhance engagement with reading by offering students an unusual delivery method that provides novelty and student choice.</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Specialists, Assistant Principals, Principal</p> <p><b>Funding Sources:</b> Salaries - Title I - \$167,363.42, Temporary Worker - Title I - \$5,000, Professional Development - Title I - \$5,000, Classroom rugs - Title I - \$1,279.52, Art Supplies - Title I - \$380.13, Book Vending Machine - Title I - \$4,999</p>	Formative		
	Nov	Feb	May
			

 No Progress

 Accomplished

 Continue/Modify







 Discontinue








**Goal 1: Academic Achievement:** The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

**Performance Objective 2: ESSER III:** Throughout the 2021-22 school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

**Evaluation Data Sources:** STAAR and Locally Developed Assessments

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Welcome Back Camp: Students will be invited to attend a two hour camp after school on September 16, from 3:45-5:45, to focus on building connections, coping with stress, showing empathy and learning what it means to be Lowery PROUD. Students invited will include all new students in grades 2-5, students that were on connect all four 9 weeks in 20-21, and students returning in 21-22 that are demonstrating yellow/red zone behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Students attending the Welcome Back Camp, both new to Lowery and/or on Connect 20-21, will have reduced discipline referrals as measured by no more than 1 per semester. Students attending Lowery face to face in 20-21 invited to the Welcome Back Camp will reduce office referrals in 21-22 by 3-5.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Materials for team building activities - ESSER III - \$75, Student snacks - ESSER III - \$150</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Lowery staff will provide 6 one hour tutoring opportunities (or 12 half hour opportunities) as well as 3 one hour planning times for Lowery students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students attending before school tutoring will have a 50% increase in growth from their average score of pre to post assessment by grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Tutoring - ESSER III - \$6,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Core content area interventionist: This interventionist will provide reading/writing support in pull-out/push in model for students in grades 1-5.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 21-22 school year, students working with the reading/writing interventionist will reach Approaches or higher on STAAR and/or make one years growth as measured by district grade level standards in reading/writing.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Interventionist - ESSER III - \$75,000</p>	Formative		
	Nov	Feb	May
			
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**Goal 1: Academic Achievement:** The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

**Performance Objective 3: State Compensatory Education (SCE):** Throughout the 2021-22 school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

**Evaluation Data Sources:** STAAR Data

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students are provided with interactive web-based programs that target specific student needs based on frequent assessment and daily use at home and school. Headphones with microphones will provide accurate student input.</p> <p><b>Funding Sources:</b> Headphones with microphones and personal ear buds - Special Allotment: Compensatory Education - \$3,419</p>	Formative		
	Nov	Feb	May
			
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**Goal 2: Safe and Healthy Learning Environment:** The district will provide a safe, disciplined, and healthy environment conducive to student learning.

**Performance Objective 1: Student Safety:** By the end of the 2021-22 school year, 100% of the district's safety policies will be implemented.

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

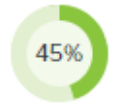
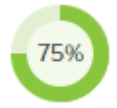





**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Campus Safety: Discuss safety concerns through staff table talks and implement procedural changes to ensure student safety.</p> <p><b>Strategy's Expected Result/Impact:</b> Monitor arrival and dismissal, make and monitor adjustments to student traffic flow, classroom design with Fire Marshal guidelines and monitor and enforce campus visitor policy</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, campus staff</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
No Progress                 Accomplished                 Continue/Modify                 Discontinue			

**Goal 2: Safe and Healthy Learning Environment:** The district will provide a safe, disciplined, and healthy environment conducive to student learning.

**Performance Objective 2: Student Attendance:** By the end of the 2021-22 school year, student attendance will be at 97%.

**Evaluation Data Sources:** Student attendance records

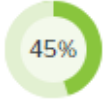
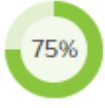




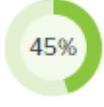


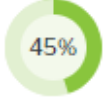


Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Student Attendance:</b> Teachers and staff will contact home when a student is absent from learning for three or more days. Teachers and staff will provide engaging activities, including student clubs, to encourage connection and promote increased attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance will remain at or exceed 97%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Teachers, Registrar, staff</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

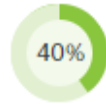






**Goal 2: Safe and Healthy Learning Environment:** The district will provide a safe, disciplined, and healthy environment conducive to student learning.

**Performance Objective 3: Restorative Discipline:** By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 50%.

**Evaluation Data Sources:** Discipline reports

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Restorative Discipline: Staff will teach and model conflict resolution to all students and other non physical methods of solving conflicts and how to regulate emotions such as frustration to reduce physical aggression against peers and adults and provide additional learning opportunities for students new to Lowery.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline referrals will be decreased by 50% from our 2019 data.</p> <p><b>Staff Responsible for Monitoring:</b> Staff, Behavior Interventionist, Assistant Principals, Counselors, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> In School Suspensions: Staff will teach and model conflict resolution, de-escalation strategies, as well as provide alternatives for restitution for all students, including students identified as African American and receiving special education services.</p> <p><b>Strategy's Expected Result/Impact:</b> In School Suspensions for SPED African American students will be reduced by 50%.</p> <p><b>Staff Responsible for Monitoring:</b> Staff, Behavior Interventionist, Assistant Principals, Counselors, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Out of School Suspensions: Our staff will partner with parents to seek alternatives to out of school suspensions for disciplinary action.</p> <p><b>Strategy's Expected Result/Impact:</b> Out of school suspensions will be reduced by 50%.</p> <p><b>Staff Responsible for Monitoring:</b> Staff, Behavior Interventionist, Assistant Principals, Counselors, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Special Opportunity School (SOS) Placements: Staff will intentionally teach strategies to address student conflict and implement alternative options for student discipline.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p> <p><b>Staff Responsible for Monitoring:</b> Staff, Behavior Interventionist, Assistant Principals, Counselors, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			


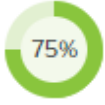





Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Violence Prevention: Staff will teach and reinforce Project Safety lessons in combination with additional lessons/interventions as needed by specific students, with additional learning opportunities for students new to Lowery.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%</p> <p><b>Staff Responsible for Monitoring:</b> Staff, Behavior Interventionist, Assistant Principals, Counselors, Principal</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 2: Safe and Healthy Learning Environment:** The district will provide a safe, disciplined, and healthy environment conducive to student learning.

**Performance Objective 4: Coordinated Health Program:** By the end of the 2021-22 school year, 100% of the Campus School Health Advisory Council (CSHAC) Campus Plan will be implemented.

**Evaluation Data Sources:** Records of CSHAC plan implementation (ex: Lesson Plans etc.)

**Summative Evaluation:** Met Objective

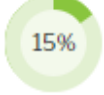






Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified timelines.</p> <p><b>Strategy's Expected Result/Impact:</b> Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness.</p> <p><b>Staff Responsible for Monitoring:</b> CSHAC Team</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 3: Human Capital:** The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

**Performance Objective 1: Teacher/Paraprofessional Attendance:** By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase by 10%, outside of COVID-19 related absences.

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

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








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: All staff will be held accountable for their attendance through open communication, conversations, campus procedures for personal days and evaluations. Likewise, staff will be celebrated perfect attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 3: Human Capital:** The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

**Performance Objective 2:** Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2021-22 school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Yearly, 2-5 teachers have an opportunity to attend Capturing Kids' Hearts and campus driven professional development. Staff are encouraged to share interest that align with our campus and district goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Capturing Kids' Hearts focuses on building strong relationships as well as learning to look at student behavior with the function of behavior lens. The result is a positive school and classroom culture where children feel connected, take academic risks and learn from their mistakes.</p> <p>Campus Driven PD spotlights staff who showcase strategies, ideas, instructional practices and classroom management strategies to improve lessons and class culture.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals and Instructional Specialists</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			
















**Goal 4: Family and Community Engagement:** Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

**Performance Objective 1:** By the end of the 2021-22 school year, parent and family engagement will increase by 10%, as measured by parent conferences and attendance at parent events.

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: Staff will continue to partner with parents and seek specific feedback on ways Lowery can support our students and families at home. Feedback will be offered in multiple ways including Google forms, surveys and conversations.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 10%, as measured by parent conferences and newsletters.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Funding Sources:</b> Materials for students and parents to extend learning for Pk-1 including items such as books, dice, counters, Playdoh - Title I - \$2,000, PAFE conferences, Deep in the Heart 2021 and Refresh and Update your skills - Title I - \$270</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Title I Campus: Parent and Family Engagement Policy: The campus jointly developed/amended the policy with parents and family members and distributed to all parents and family members within the school on October 11th and October 12th. This policy was made available in English and Spanish and other languages based on the Language Access Plan for Title I Campuses on the campus website, district website, and the front office.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of parents and family members will have access to the Parent and Family Engagement Policy.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Title I Campus: Flexible Number of Parent Involvement Meetings: The campus will offer a flexible number of parent and family engagement meetings, such as parent conferences, PK-1 Parent Night in November, 2-5 Parent Night in February, Parent Advisory Committee meetings in the Spring and community events such Mother/Son Event, Desserts with Dad, Chili Cook Off and Lowery's 40th Birthday Celebration.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family participation will increase due to the campus offering flexible meeting dates and times.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

# State Compensatory

## Budget for Lowery Elementary School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 3**

**Brief Description of SCE Services and/or Programs**

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## Personnel for Lowery Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	Core Content Area Interventionist	1
1 position	Reaching Enrichment/SGRI Teacher	1
1 position	Behavior Interventionist	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	Teacher	Class-size Reduction	1
Staff	Teacher	Intervention	1

# Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Student snacks		\$150.00
1	2	1	Materials for team building activities		\$75.00
1	2	2	Tutoring		\$6,000.00
1	2	3	Interventionist		\$75,000.00
<b>Sub-Total</b>					<b>\$81,225.00</b>
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Easels for small group instruction		\$3,139.91
1	1	8	Classroom rugs		\$1,279.52
1	1	8	Professional Development		\$5,000.00
1	1	8	Salaries		\$167,363.42
1	1	8	Temporary Worker		\$5,000.00
1	1	8	Book Vending Machine		\$4,999.00
1	1	8	Art Supplies		\$380.13
4	1	1	PAFE conferences, Deep in the Heart 2021 and Refresh and Update your skills		\$270.00
4	1	1	Materials for students and parents to extend learning for Pk-1 including items such as books, dice, counters, Playdoh		\$2,000.00
<b>Sub-Total</b>					<b>\$189,431.98</b>
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Headphones with microphones and personal ear buds		\$3,419.00
<b>Sub-Total</b>					<b>\$3,419.00</b>

# Addendums

Cypress-Fairbanks Independent School District  
 Department of District Improvement and Accountability  
**2021-22 Approaches CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Math	3	Lowery	All	133	90	68%	78%	10%	137	99	72%
Math	3	Lowery	Hispanic	59	37	63%	73%	10%	66	45	68%
Math	3	Lowery	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Lowery	Asian	6	4	67%	76%	9%	6	4	67%
Math	3	Lowery	African Am.	20	8	40%	50%	10%	21	10	48%
Math	3	Lowery	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Lowery	White	43	37	86%	96%	10%	38	35	92%
Math	3	Lowery	Two or More	5	4	80%	90%	10%	6	5	83%
Math	3	Lowery	Eco. Dis.	66	37	56%	66%	10%	80	48	60%
Math	3	Lowery	LEP Current	21	8	38%	50%	12%	19	8	42%
Math	3	Lowery	At-Risk	86	49	57%	67%	10%	70	40	57%
Math	3	Lowery	SPED	11	5	45%	55%	10%	23	7	30%
Math	4	Lowery	All	115	77	67%	77%	10%	139	105	76%
Math	4	Lowery	Hispanic	39	25	64%	74%	10%	62	46	74%
Math	4	Lowery	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Lowery	Asian	*	*	*	*	*	6	5	83%
Math	4	Lowery	African Am.	19	10	53%	63%	10%	23	14	61%
Math	4	Lowery	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Lowery	White	48	36	75%	85%	10%	42	36	86%
Math	4	Lowery	Two or More	6	4	67%	77%	10%	6	4	67%
Math	4	Lowery	Eco. Dis.	54	33	61%	71%	10%	70	46	66%
Math	4	Lowery	LEP Current	18	9	50%	60%	10%	23	14	61%
Math	4	Lowery	At-Risk	31	20	65%	75%	10%	71	43	61%
Math	4	Lowery	SPED	17	7	41%	51%	10%	17	8	47%
Math	5	Lowery	All	147	100	68%	78%	10%	123	95	77%
Math	5	Lowery	Hispanic	59	43	73%	83%	10%	47	36	77%
Math	5	Lowery	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Lowery	Asian	6	3	50%	60%	10%	*	*	*
Math	5	Lowery	African Am.	31	12	39%	50%	11%	18	13	72%
Math	5	Lowery	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Lowery	White	46	37	80%	90%	10%	49	40	82%
Math	5	Lowery	Two or More	5	5	100%	100%	0%	6	3	50%
Math	5	Lowery	Eco. Dis.	66	45	68%	78%	10%	63	43	68%
Math	5	Lowery	LEP Current	13	5	38%	50%	12%	22	16	73%
Math	5	Lowery	At-Risk	71	37	52%	62%	10%	79	55	70%
Math	5	Lowery	SPED	18	5	28%	50%	22%	27	13	48%

Cypress-Fairbanks Independent School District  
 Department of District Improvement and Accountability  
**2021-22 Approaches CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	3	Lowery	All	133	104	78%	88%	10%	138	112	81%
Reading	3	Lowery	Hispanic	59	43	73%	83%	10%	67	56	84%
Reading	3	Lowery	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Lowery	Asian	6	6	100%	100%	0%	6	5	83%
Reading	3	Lowery	African Am.	20	15	75%	85%	10%	21	14	67%
Reading	3	Lowery	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Lowery	White	43	37	86%	96%	10%	38	32	84%
Reading	3	Lowery	Two or More	5	3	60%	70%	10%	6	5	83%
Reading	3	Lowery	Eco. Dis.	66	45	68%	78%	10%	81	61	75%
Reading	3	Lowery	LEP Current	21	14	67%	77%	10%	20	13	65%
Reading	3	Lowery	At-Risk	86	59	69%	79%	10%	71	48	68%
Reading	3	Lowery	SPED	11	3	27%	50%	23%	23	10	43%
Reading	4	Lowery	All	115	85	74%	84%	10%	140	121	86%
Reading	4	Lowery	Hispanic	39	28	72%	82%	10%	63	52	83%
Reading	4	Lowery	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Lowery	Asian	*	*	*	*	*	6	6	100%
Reading	4	Lowery	African Am.	19	10	53%	63%	10%	23	18	78%
Reading	4	Lowery	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Lowery	White	48	39	81%	91%	10%	42	40	95%
Reading	4	Lowery	Two or More	6	6	100%	100%	0%	6	5	83%
Reading	4	Lowery	Eco. Dis.	54	37	69%	79%	10%	71	56	79%
Reading	4	Lowery	LEP Current	18	9	50%	60%	10%	23	16	70%
Reading	4	Lowery	At-Risk	31	20	65%	75%	10%	71	53	75%
Reading	4	Lowery	SPED	17	7	41%	51%	10%	17	10	59%
Reading	5	Lowery	All	147	112	76%	86%	10%	123	101	82%
Reading	5	Lowery	Hispanic	59	44	75%	85%	10%	47	38	81%
Reading	5	Lowery	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Lowery	Asian	6	4	67%	77%	10%	*	*	*
Reading	5	Lowery	African Am.	31	23	74%	84%	10%	18	13	72%
Reading	5	Lowery	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Lowery	White	46	36	78%	88%	10%	49	42	86%
Reading	5	Lowery	Two or More	5	5	100%	100%	0%	6	5	83%
Reading	5	Lowery	Eco. Dis.	66	50	76%	86%	10%	63	48	76%
Reading	5	Lowery	LEP Current	13	5	38%	50%	12%	22	18	82%
Reading	5	Lowery	At-Risk	71	44	62%	72%	10%	79	61	77%
Reading	5	Lowery	SPED	18	5	28%	50%	22%	27	13	48%



Cypress-Fairbanks Independent School District  
Department of District Improvement and Accountability

**2021-22 Approaches CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Science	5	Lowery	All	146	99	68%	78%	10%	123	83	67%
Science	5	Lowery	Hispanic	58	43	74%	84%	10%	47	26	55%
Science	5	Lowery	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Lowery	Asian	6	4	67%	77%	10%	*	*	*
Science	5	Lowery	African Am.	31	12	39%	50%	11%	18	10	56%
Science	5	Lowery	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Lowery	White	46	35	76%	86%	10%	49	41	84%
Science	5	Lowery	Two or More	5	5	100%	100%	0%	6	5	83%
Science	5	Lowery	Eco. Dis.	66	42	64%	74%	10%	63	35	56%
Science	5	Lowery	LEP Current	12	6	50%	60%	10%	22	7	32%
Science	5	Lowery	At-Risk	70	39	56%	66%	10%	79	46	58%
Science	5	Lowery	SPED	18	5	28%	50%	22%	27	13	48%

Cypress-Fairbanks Independent School District  
Department of District Improvement and Accountability

**2021-22 Meets CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Math	4	Lowery	All	115	51	44%	50%	6%	139	70	50%
Math	4	Lowery	Hispanic	39	14	36%	40%	4%	62	27	44%
Math	4	Lowery	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Lowery	Asian	*	*	*	*	*	6	4	67%
Math	4	Lowery	African Am.	19	4	21%	25%	4%	23	5	22%
Math	4	Lowery	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Lowery	White	48	28	58%	63%	5%	42	31	74%
Math	4	Lowery	Two or More	6	3	50%	55%	5%	6	3	50%
Math	4	Lowery	Eco. Dis.	54	21	39%	45%	6%	70	23	33%
Math	4	Lowery	LEP Current	18	3	17%	25%	8%	23	6	26%
Math	4	Lowery	At-Risk	31	12	39%	45%	6%	71	17	24%
Math	4	Lowery	SPED	17	3	18%	25%	7%	17	5	29%
Math	5	Lowery	All	147	53	36%	40%	4%	123	52	42%
Math	5	Lowery	Hispanic	59	20	34%	40%	6%	47	14	30%
Math	5	Lowery	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Lowery	Asian	6	2	33%	38%	5%	*	*	*
Math	5	Lowery	African Am.	31	5	16%	25%	9%	18	7	39%
Math	5	Lowery	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Lowery	White	46	23	50%	55%	5%	49	29	59%
Math	5	Lowery	Two or More	5	3	60%	65%	5%	6	2	33%
Math	5	Lowery	Eco. Dis.	66	20	30%	35%	5%	63	19	30%
Math	5	Lowery	LEP Current	13	3	23%	28%	5%	22	3	14%
Math	5	Lowery	At-Risk	71	12	17%	25%	8%	79	18	23%
Math	5	Lowery	SPED	18	2	11%	25%	14%	27	4	15%
Reading	4	Lowery	All	115	51	44%	50%	6%	140	101	72%
Reading	4	Lowery	Hispanic	39	14	36%	40%	4%	63	42	67%
Reading	4	Lowery	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Lowery	Asian	*	*	*	*	*	6	6	100%
Reading	4	Lowery	African Am.	19	6	32%	37%	5%	23	13	57%
Reading	4	Lowery	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Lowery	White	48	26	54%	58%	4%	42	38	90%
Reading	4	Lowery	Two or More	6	3	50%	55%	5%	6	2	33%
Reading	4	Lowery	Eco. Dis.	54	19	35%	40%	5%	71	41	58%
Reading	4	Lowery	LEP Current	18	4	22%	30%	8%	23	13	57%
Reading	4	Lowery	At-Risk	31	11	35%	40%	5%	71	39	55%
Reading	4	Lowery	SPED	17	2	12%	20%	8%	17	4	24%

Cypress-Fairbanks Independent School District  
Department of District Improvement and Accountability

**2021-22 Meets CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	5	Lowery	All	147	79	54%	60%	6%	123	67	54%
Reading	5	Lowery	Hispanic	59	31	53%	58%	5%	47	24	51%
Reading	5	Lowery	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Lowery	Asian	6	4	67%	73%	6%	*	*	*
Reading	5	Lowery	African Am.	31	12	39%	44%	5%	18	6	33%
Reading	5	Lowery	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Lowery	White	46	30	65%	70%	5%	49	31	63%
Reading	5	Lowery	Two or More	5	2	40%	45%	5%	6	4	67%
Reading	5	Lowery	Eco. Dis.	66	33	50%	55%	5%	63	26	41%
Reading	5	Lowery	LEP Current	13	4	31%	35%	4%	22	11	50%
Reading	5	Lowery	At-Risk	71	28	39%	44%	5%	79	32	41%
Reading	5	Lowery	SPED	18	3	17%	25%	8%	27	4	15%
Science	5	Lowery	All	146	55	38%	45%	7%	123	46	37%
Science	5	Lowery	Hispanic	58	26	45%	50%	5%	47	12	26%
Science	5	Lowery	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Lowery	Asian	6	1	17%	25%	8%	*	*	*
Science	5	Lowery	African Am.	31	2	6%	25%	19%	18	8	44%
Science	5	Lowery	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Lowery	White	46	24	52%	57%	5%	49	23	47%
Science	5	Lowery	Two or More	5	2	40%	45%	5%	6	3	50%
Science	5	Lowery	Eco. Dis.	66	25	38%	43%	5%	63	16	25%
Science	5	Lowery	LEP Current	12	3	25%	30%	5%	22	1	5%
Science	5	Lowery	At-Risk	70	15	21%	25%	4%	79	15	19%
Science	5	Lowery	SPED	18	2	11%	25%	14%	27	1	4%

Cypress-Fairbanks Independent School District  
Department of District Improvement and Accountability

**2021-22 Masters CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Math	3	Lowery	All	133	22	17%	18%	1%	137	36	26%
Math	3	Lowery	Hispanic	59	7	12%	13%	1%	66	15	23%
Math	3	Lowery	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Lowery	Asian	6	2	33%	34%	1%	6	3	50%
Math	3	Lowery	African Am.	20	2	10%	11%	1%	21	2	10%
Math	3	Lowery	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Lowery	White	43	10	23%	24%	1%	38	16	42%
Math	3	Lowery	Two or More	5	1	20%	21%	1%	6	0	0%
Math	3	Lowery	Eco. Dis.	66	6	9%	10%	1%	80	15	19%
Math	3	Lowery	LEP Current	21	1	5%	6%	1%	19	2	11%
Math	3	Lowery	At-Risk	86	9	10%	11%	1%	70	10	14%
Math	3	Lowery	SPED	11	0	0%	5%	5%	23	1	4%
Math	4	Lowery	All	115	28	24%	25%	1%	139	46	33%
Math	4	Lowery	Hispanic	39	6	15%	16%	1%	62	18	29%
Math	4	Lowery	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Lowery	Asian	*	*	*	*	*	6	4	67%
Math	4	Lowery	African Am.	19	1	5%	6%	1%	23	2	9%
Math	4	Lowery	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Lowery	White	48	18	38%	39%	1%	42	20	48%
Math	4	Lowery	Two or More	6	2	33%	34%	1%	6	2	33%
Math	4	Lowery	Eco. Dis.	54	8	15%	16%	1%	70	13	19%
Math	4	Lowery	LEP Current	18	1	6%	7%	1%	23	4	17%
Math	4	Lowery	At-Risk	31	4	13%	14%	1%	71	10	14%
Math	4	Lowery	SPED	17	1	6%	7%	1%	17	2	12%
Math	5	Lowery	All	147	30	20%	21%	1%	123	29	24%
Math	5	Lowery	Hispanic	59	11	19%	20%	1%	47	8	17%
Math	5	Lowery	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Lowery	Asian	6	2	33%	34%	1%	*	*	*
Math	5	Lowery	African Am.	31	2	6%	7%	1%	18	2	11%
Math	5	Lowery	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Lowery	White	46	14	30%	31%	1%	49	18	37%
Math	5	Lowery	Two or More	5	1	20%	21%	1%	6	1	17%
Math	5	Lowery	Eco. Dis.	66	10	15%	16%	1%	63	9	14%
Math	5	Lowery	LEP Current	13	1	8%	9%	1%	22	0	0%
Math	5	Lowery	At-Risk	71	6	8%	9%	1%	79	7	9%
Math	5	Lowery	SPED	18	0	0%	5%	5%	27	0	0%

Cypress-Fairbanks Independent School District  
Department of District Improvement and Accountability

**2021-22 Masters CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	3	Lowery	All	133	38	29%	30%	1%	138	54	39%
Reading	3	Lowery	Hispanic	59	11	19%	20%	1%	67	23	34%
Reading	3	Lowery	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Lowery	Asian	6	2	33%	34%	1%	6	4	67%
Reading	3	Lowery	African Am.	20	5	25%	26%	1%	21	3	14%
Reading	3	Lowery	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Lowery	White	43	19	44%	45%	1%	38	23	61%
Reading	3	Lowery	Two or More	5	1	20%	21%	1%	6	1	17%
Reading	3	Lowery	Eco. Dis.	66	13	20%	21%	1%	81	21	26%
Reading	3	Lowery	LEP Current	21	3	14%	15%	1%	20	4	20%
Reading	3	Lowery	At-Risk	86	15	17%	18%	1%	71	14	20%
Reading	3	Lowery	SPED	11	1	9%	10%	1%	23	2	9%
Reading	4	Lowery	All	115	21	18%	19%	1%	140	58	41%
Reading	4	Lowery	Hispanic	39	7	18%	19%	1%	63	19	30%
Reading	4	Lowery	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Lowery	Asian	*	*	*	*	*	6	6	100%
Reading	4	Lowery	African Am.	19	2	11%	12%	1%	23	5	22%
Reading	4	Lowery	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Lowery	White	48	10	21%	22%	1%	42	26	62%
Reading	4	Lowery	Two or More	6	2	33%	34%	1%	6	2	33%
Reading	4	Lowery	Eco. Dis.	54	7	13%	14%	1%	71	21	30%
Reading	4	Lowery	LEP Current	18	1	6%	7%	1%	23	5	22%
Reading	4	Lowery	At-Risk	31	4	13%	14%	1%	71	14	20%
Reading	4	Lowery	SPED	17	0	0%	40%	40%	17	2	12%
Reading	5	Lowery	All	147	57	39%	40%	1%	123	36	29%
Reading	5	Lowery	Hispanic	59	23	39%	40%	1%	47	11	23%
Reading	5	Lowery	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Lowery	Asian	6	3	50%	51%	1%	*	*	*
Reading	5	Lowery	African Am.	31	7	23%	24%	1%	18	5	28%
Reading	5	Lowery	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Lowery	White	46	23	50%	51%	1%	49	17	35%
Reading	5	Lowery	Two or More	5	1	20%	21%	1%	6	2	33%
Reading	5	Lowery	Eco. Dis.	66	26	39%	40%	1%	63	14	22%
Reading	5	Lowery	LEP Current	13	3	23%	24%	1%	22	3	14%
Reading	5	Lowery	At-Risk	71	19	27%	28%	1%	79	13	16%
Reading	5	Lowery	SPED	18	2	11%	12%	1%	27	0	0%

Cypress-Fairbanks Independent School District  
Department of District Improvement and Accountability

**2021-22 Masters CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Science	5	Lowery	All	146	28	19%	20%	1%	123	25	20%
Science	5	Lowery	Hispanic	58	12	21%	22%	1%	47	7	15%
Science	5	Lowery	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Lowery	Asian	6	1	17%	18%	1%	*	*	*
Science	5	Lowery	African Am.	31	2	6%	7%	1%	18	2	11%
Science	5	Lowery	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Lowery	White	46	13	28%	29%	1%	49	14	29%
Science	5	Lowery	Two or More	5	0	0%	5%	5%	6	2	33%
Science	5	Lowery	Eco. Dis.	66	10	15%	16%	1%	63	5	8%
Science	5	Lowery	LEP Current	12	2	17%	18%	1%	22	1	5%
Science	5	Lowery	At-Risk	70	6	9%	10%	1%	79	8	10%
Science	5	Lowery	SPED	18	1	6%	7%	1%	27	1	4%

Lowery

## Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 47% to 57% by June 2025.

### Yearly Target Goals

2021	2022	2023	2024	2025
47%	49%	51%	54%	57%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		47%	58%						31%		48%	49%	39%
2022	NA	49%	60%	NA	NA	NA	NA	NA	33%	NA	50%	51%	41%
2023	NA	51%	62%	NA	NA	NA	NA	NA	35%	NA	52%	53%	43%
2024	NA	54%	65%	NA	NA	NA	NA	NA	38%	NA	55%	56%	46%
2025	NA	57%	68%	NA	NA	NA	NA	NA	41%	NA	58%	59%	49%

## Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 48% to 58% by June 2025.

### Yearly Target Goals

2021	2022	2023	2024	2025
48%	50%	52%	55%	58%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		40%	65%						34%		55%	50%	39%
2022	NA	42%	67%	NA	NA	NA	NA	NA	36%	NA	57%	52%	41%
2023	NA	44%	69%	NA	NA	NA	NA	NA	38%	NA	59%	54%	43%
2024	NA	47%	72%	NA	NA	NA	NA	NA	41%	NA	62%	57%	46%
2025	NA	50%	75%	NA	NA	NA	NA	NA	44%	NA	65%	60%	49%

# CYPRESS-FAIRBANKS ISD

## Standard Expectations

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

### Curriculum and Instruction

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

### Monitoring

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

### Assessment and Data Analysis

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



# Elementary Content Area Standard Expectations

## Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule that contains all components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-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 from among varied genres and reading levels 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 the *Continuum of Literacy Learning* and 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 reading and writing workshop.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
  - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
  - Communicate and share conclusions using digital tools such as Google Suite, Flipgrid, WeVideo etc.
  - Incorporate the use of digital tools such as:
    - Google Suite
    - Scholastic Literacy Pro
    - Scholastic Storyworks (2<sup>nd</sup>-5<sup>th</sup>)
    - Amplify Reading
    - Amira Suite
    - HMH Suite
    - Library Resources
    - Schoology
  - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
  - Utilized only after explicit and systematic instruction of literacy processes has occurred and not in place of first instruction

## Mathematics

- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using Number Talks, Math Talks, CFISD Fact Fluency Plan, and other content conversation routines.
  - "Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
  - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2<sup>nd</sup>-5<sup>th</sup> grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
  - Use the rule of thumb of a weekly average use of the following:
    - 55% paper resource, 35% digital resource, 10% flex
  - Use Chromebook devices to engage in digital creation and collaboration
  - Incorporate the use of digital tools such as ST Math, Gizmos, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
  - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
  - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.
  - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

## Science

Teachers will develop science-literate students by creating learning opportunities using the 5E Instructional Model (grades 2-5) that engage students in scientific practices that require them to

- Ask questions, identify problems, plan and conduct classroom and field investigations to answer questions according to grade-level TEKS expectations (K-1 = 80% of the time, 2<sup>nd</sup>-3<sup>rd</sup> = 60% of the time, 4<sup>th</sup>-5<sup>th</sup> = 50% of the time).
- Use a science notebook (grades 2-5) to collect and organize data in simple graphs, tables, maps, and charts.
- Analyze data using math to derive meaning, identify patterns, and discover relationships.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and vocabulary.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and scientific writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in face-to-face and digital collaboration;
  - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
  - Explore simulations (e.g. Explore Learning Gizmos, Interactive textbook, etc.);
  - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc;
  - Communicate and share conclusions using digital tools such as; Google Suite, Flipgrid, WeVideo etc.

## Elementary Physical Education/Health (K-5)

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize the resources available to teachers including the CFISD Elementary PE Required Skills Units; Focused Fitness resources (digital); SPARK (digital); CATCH materials; and, Health Curriculum Videos.
- 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 rhythm and Orff 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 the resources available to teachers, including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards
- Use 1:1 technology as a resource for self-exploration of topics and careers in music
- Encourage students to connect learning in music with other areas of knowledge such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

## Visual Arts (K–5)

- Model and teach artistic thinking – which means prompting curiosity and asking questions to develop ideas.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skills and techniques (not solutions).
- Explore careers associated with visual culture.
- Reflect on teaching practices to enhance professional development.
- Utilize the resources available to teachers including the CFISD adopted instructional materials, 1:1 technology, CFISD Benchmarks and CFISD Curriculum Standards.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including the Houston Rodeo School Art Contest, and the Texas Elementary Art Meet (TEAM contest).
- Participate in activities and events that promote school and community involvement, such as campus and districtwide art exhibits.