Cypress-Fairbanks Independent School District

Owens Elementary School

2022-2023

Mission Statement

Owens Elementary School will foster scholars who achieve at their highest level through engaging instruction, high expectations, and a community of trust and respect.

Vision

We will provide great first instruction to all of our students.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of students 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 as determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: **EXPLAIN THE PROCESS OF YOUR COMPREHENSIVE NEEDS ASSESSMENT. YOU MUST REFERENCE WHAT YOU DID IN MAY 2022 AND THEN WHAT YOU DID ONCE THE 2022-23 SCHOOL YEAR BEGAN.**

The comprehensive needs assessment was reviewed and/or revised on the following dates: **YOU MUST INCLUDE YOUR MAY CPOC DATE AND THE DATE YOU WORKED ON THE COMPREHENSIVE NEEDS ASSESSMENT AT THE BEGINNING OF THE 2022-23 SCHOOL YEAR.**

In summary, the comprehensive needs assessment denotes the following: **WRITE A BRIEF SUMMARY OF THE MAJOR FINDINGS OF YOUR NEEDS ASSESSMENT.**

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: Schoolwide Program Plan/Campus Improvement Plan: 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. In Cypress-Fairbanks ISD, the committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC). The list of committee members and their roles are included at the back of the Campus Improvement Plan.

The Campus Performance Objective Council (CPOC) met on **TYPE IN MAY 2022 CPOC MEETING DATE** and **TYPE IN THE 2022-23 BEGINNING OF YEAR MEETING DATE HERE** to develop the CNA and the strategies. Those meetings were held in the **TYPE IN THE LOCATION OF THE MEETINGS** starting at **TYPE IN THE TIME THE MEETINGS BEGAN**. Documentation of the process includes meeting minutes, PowerPoint and/or supporting documents, and sign in sheets. The list of stakeholders involved (including their roles) is included at the back of the Campus Improvement Plan.

During the meetings we: **IN A PARAGRAPH FORM, DENOTE WHAT OCCURRED DURING THE MEETINGS. MAKE SURE TO REFERENCE REVIEW OF DATA AND CONDUCTING THE NEEDS ASSESSMENT. ALSO INCLUDE HOW STRATEGIES WERE DETERMINED.**

Based on feedback from the committee, the campus has the following priorities for the current school year: **LIST TWO OR THREE PRIORITIES BASED ON THE NEEDS ASSESSMENT FOR THIS SCHOOL YEAR. THESE PRIORITIES SHOULD HAVE SPECIFIC STRATEGIES LISTED UNDER GOAL 1, PERFORMANCE OBJECTIVE 1.**

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.

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, and the front office

Title I, Part A Schoolwide Program Element 3: Annual Evaluation of the Schoolwide Program Plan

The third required element of a Title I Schoolwide Program is annually evaluating the schoolwide plan, using data from the State's assessment, or other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest achieving students.

The annual evaluation will occur during CPOC meetings in May using currently available data. Then the evaluation will be reviewed in August in light of STAAR data becoming available in the summer and any needed adjustments will be made at that time.

Student Achievement

Student Achievement Strengths

- 6/7 subpops in 4th grade math met or exceeded the target goals in approaches
- 3rd grade reading we beat the cluster in white students in approaches
- 4th grade reading above the cluster in all areas but sped/lep
- 5th grade science sped beat the cluster in meets
- 3rd grade math met their AA goal in approaches
- 5th grade reading meets surpassed their goal in lep

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: AA students' performances are lower than other student groups.   **Root Cause:** RLA: Teachers have to prepare for many different levels of instruction to meet the needs of all students.

Problem Statement 2: Math: AA students' performances are lower than other student groups.   **Root Cause:** Math: It is difficult for teachers to identify individual student gaps in math concepts.

Problem Statement 3: Science: AA students' performances are lower than other student groups.   **Root Cause:** Science: There is no planning for specific science vocabulary integration.

Problem Statement 4: Students are beginning the 2022-23 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 5: 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

Opportunities for PD and input increased on EPS.

Procedures in place to keep us safe and quality work is expected of me in EPS increased

Collaboration is encouraged and quality work is encouraged of students increased in EPS.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Students are beginning the 2022-2023 school year with greater emotional stressors and needs caused by learning gaps due to COVID.   **Root Cause:** School Culture and Climate: We need to provide students with additional support through the use of Sanford Harmony curriculum, class meetings and added PBIS support

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

We recognized individuals, had monthly staff incentives and grade level incentives.

We had a very low turn over this year. We only have one brand new teacher this year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance:Staff absences affect great first instruction.   **Root Cause:** Teacher/Paraprofessional Attendance: Staff need to recognized for good attendance and celebrated.

Parent and Community Engagement

Parent and Community Engagement Strengths

We had a book study for parents that included 60 families.

We have regular community members volunteer (mentors, VIPS, garden)

We were able to provide 150 gifts and food for student

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: More English-speaking parents are involved at Owens than Spanish-speaking parents. **Root Cause:** Parent and Community Engagement: We need to make parents feel comfortable and welcome to volunteer/participate in meetings/events at Owens.

Goals

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 2023, 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		
Strategy 1: RLA: Teachers will implement meaningful, skill-based, small group reading instruction that is data driven. We will provide planning opportunities for teachers to further develop their capacity to implement effective reading instruction. We will utilize .5 reading interventionist and para educators to support struggling readers funded through Title I. Teachers will provide before /after school tutoring. Students will attend storytelling sessions with Karen Lowery. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, AP and IS	Formative		
	Nov	Feb	May
	25%	70%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: We will provide training to improve teaching capacity in math content, use of manipulatives, academic vocabulary, goal setting, differentiation, purposeful small group teaching and data-driven planning to support students' academic growth. Math interventionists will support teachers and students. Teachers will provide before/after-school tutoring. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, AP and IS	Formative		
	Nov	Feb	May
	45%	55%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Provide professional development to increase student growth in vertically aligned critical reading skills, academic vocabulary. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, AP, and IS .	Formative		
	Nov	Feb	May
	5%	55%	70%

Strategy 4 Details	Formative Reviews

Strategy 4 Details			

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.
    Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	Feb	May
	55%	75%	100%

Strategy 5 Details	Formative Reviews

Strategy 5 Details			

Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: Small group and individualized instruction.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, AP, and IS.
	Formative		

	Nov	Feb	May
	60%	75%	100%

Strategy 6 Details	Formative Reviews

Strategy 6 Details			

Strategy 6: 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: Sanford Harmony, large group tutoring, mentors, and SNAPP Buddies, PALS and College Week activities.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, AP, IS, and BI.
	Formative		

	Nov	Feb	May
	40%	70%	100%

Strategy 7 Details	Formative Reviews

Strategy 7 Details			

Strategy 7: Deepen understanding of and address specific academic needs of the ED, AA, and EL student groups in an effort to address the needs of all students, particularly at-risk. students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.
    Strategy's Expected Result/Impact: Title I Campuses: Title 1 funded staff will work with students performing interventions, to assist in meeting or exceeded on the attached CIP table.
Paper and additional supplies will be purchased to assist in meeting the learning needs of students both on and off campus.
    Staff Responsible for Monitoring: Principal, AP and IS.
	Formative		

	Nov	Feb	May
	40%	75%	100%

0% No Progress	100% 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 current 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		
Strategy 1: Before/After School program: Tutoring	**Formative**		
Strategy's Expected Result/Impact: Students attending before or after school tutoring will have a 50% increase in growth from their average score of pre to post assessment by grade level.	Nov	Feb	May
Staff Responsible for Monitoring: Principal	75%	55%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Core content area interventionist (math)	**Formative**		
Strategy's Expected Result/Impact: By the conclusion of the 2022-23 school year, 90% of students that work with this math interventionist will be on or above grade level math expectations.	Nov	Feb	May
Staff Responsible for Monitoring: Principal	55%	70%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Extended Instructional Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: Small group and individualized instruction. Students will receive take home summer books to practice reading, writing and math skills during the summer. We will purchase instructional supplies to use during closing the gap time.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed targets on attached data tables	60%	75%	100%
Staff Responsible for Monitoring: Principal			

0% No Progress	100% 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 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education (SCE): Provide supplementary support to students identified as at-risk.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	50%	70%	100%
0% No Progress 100% 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 1: Student Safety: By the end of the 2022-23 school year, 100% of the district's safety policies will be implemented.

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

    Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: The campus has a safety committee. The committee will insure that all safety measures required by the district are implemented and recorded.	Formative		
Strategy's Expected Result/Impact: Staff members and parents will be aware of the safety measures in place at Owens. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	20%	75%	80%

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.	Formative		
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.	Nov	Feb	May
	50%	100%	100%

0% No Progress   100% 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 2022-23 school year, student attendance will be at 95% or higher.

    Evaluation Data Sources: Student attendance records

    Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Student Attendance: Student attendance will be monitored and good attendance will be celebrated each marking period. Students will receive attendance brag tags to acknowledge good behaviors.
    Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97%.
    Staff Responsible for Monitoring: Principal and Registrar
	Formative		

	Nov	**Feb**	**May**
	20%	55%	60%
0% No Progress 100% 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 3: Restorative Discipline: By the end of the 2022-23 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		

Strategy 1: Restorative Discipline: Staff will work with students to build relationships and to identify root causes of student behavior to prevent discipline referrals.
     Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10%.
     Staff Responsible for Monitoring: BI
	Formative		

	Nov	**Feb**	**May**
	20%	55%	55%

Strategy 2 Details	Formative Reviews		

Strategy 2: In School Suspensions -We will use preventative measures, such as contracts and in school suspensions, to reduce/eliminate in school suspensions.
     Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 50%
     Staff Responsible for Monitoring: BI
	Formative		

	Nov	**Feb**	**May**
	50%	45%	80%

Strategy 3 Details	Formative Reviews		

Strategy 3: Out of School Suspensions: We will use preventative measures, such as contracts and in school suspensions, to reduce/eliminate out of school suspensions.
     Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 50%.
     Staff Responsible for Monitoring: BI
	Formative		

	Nov	**Feb**	**May**
	50%	100%	100%

Strategy 4 Details	Formative Reviews		

Strategy 4: Special Opportunity School (SOS) Placements: We will use preventative measures, such as contracts and in school suspensions, to reduce/eliminate SOS placements.
     Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will be reduced by 50%
     Staff Responsible for Monitoring: BI,AP, Counselors, Teachers ,PBIS Leadership Team
	Formative		

	Nov	**Feb**	**May**
	75%	100%	100%

Strategy 5 Details	Formative Reviews		

Strategy 5: Violence Prevention: Staff will work with students to build relationships and to identify root causes of student behavior to prevent discipline referrals. * Student, staff, and community will be aware of CY-Fair Tipline and understand how to use it. * Code of Conduct talks held within first two weeks of school and in spring semester. *Implement and present monthly Project Safety lessons covering bullying, suicide, dating violence, social media, etc. Model and support a positive climate aligned with PBIS/ Capturing Kids Hearts.
   Strategy's Expected Result/Impact: Violent Incidents will be reduced by 50%
   Staff Responsible for Monitoring: BI, AP, Counselors, Teachers ,PBIS Leadership Team
	Formative		

	Nov	**Feb**	**May**
	55%	75%	85%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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 2022-23 school year, teacher/paraprofessional attendance will increase by 5%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We will monitor staff attendance monthly and award prizes for good attendance. (In particular on Fridays)	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 10%. **Staff Responsible for Monitoring:** Campus Secretary Principal	5%	40%	65%
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

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 2022-23 school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Curriculum Conversations PD, Digital Learning Conference, Behavior Summit, Building Math Minds PD.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teachers implement new strategies that will increase content capacity and provide improved instruction and decreased learning gaps. **Staff Responsible for Monitoring:** ISs	40%	60%	85%
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

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 2022-23 school year, parent and family engagement will increase by 10%.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Parents will be invited to participate in multiple events throughout the year such as Open House, Scavenger Hunt Night, Field Day, choir performances and parenting book study. All students will receive a book to take home and read with their families during the holiday break.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%. **Staff Responsible for Monitoring:** Principal IS APs Counselors Teachers	60%	70%	80%

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

2022-2023 CPOC

Committee Role	Name	Position
Principal	Amy Frank	Principal
Classroom Teacher	Joanne Salinas	Pre-K
Classroom Teacher	Jane Powers	Kinder
Classroom Teacher	Allison Habada	1st
Classroom Teacher	Mary Catherine Kadlecek	2nd
Classroom Teacher	Samantha Mungavin	3rd
Classroom Teacher	Angela Davis	4th
Classroom Teacher	Trey Frederick	5th
Classroom Teacher	Linda Russell	SPED
Non-classroom Professional	Janet Kramer	LG
Non-classroom Professional	Kimberly Benigno	IS
Non-classroom Professional	Shelby Sharrett	IS
Non-classroom Professional	Carolina Binford	Testing Coordinator
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Mary Ellen Vasquez	Administrator (LEA) #2
Parent	Mary Nowak	Parent #1
Parent	Kate Johnson	parent #2
Community Representative	Jim Swank	Community Resident #1
Community Representative	Kevin Pigg	Community Resident #2
Business Representative	Martha Jordan	Business Representative #1
Business Representative	add name	Business Representative #2
Paraprofessional	Tannia Salinas	Paraprofessional #1
Paraprofessional	Danielle Sparrow	Paraprofessional #2
Non-classroom Professional	Randi Ojo	BI
Non-classroom Professional	Laura Sotiropolous	Bi
Non-classroom Professional	Lynda Stogsdill	Counselor
Non-classroom Professional	Cecilia Albarracin	Counselor

Committee Role	Name	Position
Non-classroom Professional	Lori Brown	Librarian
Non-classroom Professional	Angela Garcia	Nurse
Administrator	Kimberly Harthorn	AP
Administrator	Daniel Montanes	AP

Addendums

Content	Gr.	Campus	Student Group	Tested 2022 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Math	3	Owens	All	98	84	86%	88%	77%	52	53%	56%	45%	30	31%	34%	17%
Math	3	Owens	Hispanic	44	38	86%	88%	81%	19	43%	50%	49%	9	20%	22%	19%
Math	3	Owens	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Owens	Asian	10	10	100%	100%	63%	10	100%	10000%	*	7	70%	72%	*
Math	3	Owens	African Am.	29	21	72%	76%	61%	13	45%	5000%	29%	6	21%	24%	*
Math	3	Owens	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Owens	White	12	12	100%	100%	94%	8	67%	7000%	63%	7	58%	60%	31%
Math	3	Owens	Two or More	*	*	*	*	100%	*	*	*	*	*	*	*	*
Math	3	Owens	Eco. Dis.	68	58	85%	85%	73%	32	47%	5500%	36%	16	24%	27%	11%
Math	3	Owens	Emergent Bilingual	30	26	87%	90%	66%	13	43%	55%	28%	8	27%	30%	*
Math	3	Owens	At-Risk	65	52	80%	85%	71%	28	43%	50%	34%	18	28%	30%	13%
Math	3	Owens	SPED	13	8	62%	70%	57%	2	15%	35%	*	1	8%	12%	*
Math	4	Owens	All	120	85	71%	75%	73%	50	42%	50%	47%	28	23%	26%	18%
Math	4	Owens	Hispanic	58	43	74%	76%	71%	28	48%	52%	35%	13	22%	25%	13%
Math	4	Owens	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Owens	Asian	8	8	100%	100%	100%	6	75%	85%	100%	5	63%	68%	*
Math	4	Owens	African Am.	32	19	59%	65%	60%	6	19%	34%	36%	3	9%	15%	*
Math	4	Owens	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Owens	White	18	12	67%	72%	92%	7	39%	45%	75%	6	33%	39%	42%
Math	4	Owens	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Owens	Eco. Dis.	91	61	67%	72%	68%	35	38%	42%	38%	18	20%	25%	13%
Math	4	Owens	Emergent Bilingual	33	25	76%	81%	65%	17	52%	55%	29%	6	18%	22%	*
Math	4	Owens	At-Risk	85	56	66%	70%	67%	29	34%	37%	38%	13	15%	18%	13%
Math	4	Owens	SPED	23	11	48%	55%	54%	3	13%	19%	*	2	9%	15%	*
Math	5	Owens	All	113	91	81%	85%	76%	62	55%	60%	44%	29	26%	30%	14%
Math	5	Owens	Hispanic	46	39	85%	88%	77%	24	52%	55%	40%	12	26%	29%	12%
Math	5	Owens	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Owens	Asian	10	9	90%	95%	100%	9	90%	92%	100%	4	40%	44%	*
Math	5	Owens	African Am.	36	26	72%	79%	75%	15	42%	48%	36%	2	6%	15%	*
Math	5	Owens	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Owens	White	17	15	88%	92%	71%	12	71%	75%	53%	9	53%	58%	*
Math	5	Owens	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Owens	Eco. Dis.	76	60	79%	83%	76%	36	47%	50%	41%	12	16%	22%	9%
Math	5	Owens	Emergent Bilingual	24	19	79%	84%	77%	12	50%	55%	33%	5	21%	25%	*
Math	5	Owens	At-Risk	81	61	75%	80%	74%	37	46%	50%	34%	12	15%	19%	6%
Math	5	Owens	SPED	14	7	50%	55%	52%	2	14%	20%	20%	0	0%	5%	*
Reading	3	Owens	All	98	86	88%	90%	78%	61	62%	66%	43%	41	42%	44%	18%
Reading	3	Owens	Hispanic	44	39	89%	90%	83%	27	61%	65%	51%	15	34%	38%	17%
Reading	3	Owens	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Owens	Asian	10	10	100%	100%	*	9	90%	91%	*	7	70%	75%	*
Reading	3	Owens	African Am.	29	23	79%	80%	75%	13	45%	49%	18%	10	34%	39%	*
Reading	3	Owens	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*

Content	Gr.	Campus	Student Group	Tested 2022 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Reading	3	Owens	White	12	11	92%	92%	80%	10	83%	86%	60%	7	58%	60%	*
Reading	3	Owens	Two or More	*	*	*	*	100%	*	*	*	100%	*	*	*	*
Reading	3	Owens	Eco. Dis.	68	60	88%	88%	76%	40	59%	63%	39%	24	35%	38%	11%
Reading	3	Owens	Emergent Bilingual	30	25	83%	85%	79%	17	57%	60%	38%	9	30%	35%	*
Reading	3	Owens	At-Risk	65	54	83%	83%	73%	34	52%	55%	38%	22	34%	38%	16%
Reading	3	Owens	SPED	13	9	69%	70%	43%	4	31%	35%	*	3	23%	27%	*
Reading	4	Owens	All	119	101	85%	86%	78%	65	55%	58%	45%	44	37%	40%	19%
Reading	4	Owens	Hispanic	58	52	90%	91%	75%	33	57%	60%	42%	24	41%	44%	17%
Reading	4	Owens	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Owens	Asian	8	8	100%	100%	100%	7	88%	90%	89%	5	63%	66%	*
Reading	4	Owens	African Am.	31	25	81%	84%	68%	13	42%	45%	24%	9	29%	33%	*
Reading	4	Owens	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Owens	White	18	12	67%	75%	92%	9	50%	52%	67%	6	33%	38%	*
Reading	4	Owens	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Owens	Eco. Dis.	90	77	86%	90%	72%	47	52%	55%	35%	28	31%	36%	14%
Reading	4	Owens	Emergent Bilingual	33	30	91%	92%	68%	18	55%	58%	29%	9	27%	33%	*
Reading	4	Owens	At-Risk	84	68	81%	84%	75%	38	45%	49%	31%	22	26%	30%	11%
Reading	4	Owens	SPED	22	14	64%	70%	54%	5	23%	26%	38%	2	9%	12%	*
Reading	5	Owens	All	113	90	80%	85%	82%	69	61%	65%	56%	41	36%	39%	29%
Reading	5	Owens	Hispanic	46	38	83%	85%	83%	30	65%	69%	62%	13	28%	30%	30%
Reading	5	Owens	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Owens	Asian	10	9	90%	92%	100%	6	60%	64%	*	5	50%	52%	*
Reading	5	Owens	African Am.	36	26	72%	76%	68%	19	53%	55%	36%	13	36%	40%	18%
Reading	5	Owens	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Owens	White	17	15	88%	90%	88%	12	71%	75%	59%	8	47%	50%	29%
Reading	5	Owens	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Owens	Eco. Dis.	76	61	80%	84%	81%	44	58%	62%	53%	20	26%	30%	24%
Reading	5	Owens	Emergent Bilingual	24	18	75%	80%	83%	13	54%	59%	50%	6	25%	30%	20%
Reading	5	Owens	At-Risk	81	61	75%	80%	81%	42	52%	56%	45%	20	25%	29%	18%
Reading	5	Owens	SPED	14	6	43%	55%	52%	3	21%	25%	20%	1	7%	15%	*
Science	5	Owens	All	112	84	75%	80%	69%	49	44%	49%	33%	22	20%	24%	15%
Science	5	Owens	Hispanic	46	35	76%	80%	68%	19	41%	45%	32%	7	15%	19%	12%
Science	5	Owens	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Owens	Asian	10	9	90%	91%	100%	7	70%	74%	*	5	50%	55%	*
Science	5	Owens	African Am.	35	21	60%	64%	64%	12	34%	38%	21%	1	3%	12%	*
Science	5	Owens	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Owens	White	17	16	94%	95%	71%	9	53%	55%	47%	7	41%	44%	29%
Science	5	Owens	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Owens	Eco. Dis.	75	56	75%	80%	69%	28	37%	40%	29%	10	13%	16%	9%
Science	5	Owens	Emergent Bilingual	24	16	67%	71%	67%	8	33%	38%	20%	4	17%	20%	*
Science	5	Owens	At-Risk	81	55	68%	71%	65%	29	36%	40%	23%	13	16%	18%	8%
Science	5	Owens	SPED	13	4	31%	45%	44%	1	8%	10%	*	1	8%	10%	*

Early Childhood Literacy Board Outcome Goal
Notes: The 2021 baseline targets are identical to 2019 performance.

	OWENS	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	**All** — Target and Actual Rate	40%	42%	42%	64%	44%	47%	50%
	Total Number Meets or Higher		45		60			
	Total Number Tested		108		94			
	Points away from or above target		+2		+22			
	Difference from Prior Year				+22			
	Growth from Prior Year				52%			
	African American — Target and Actual Rate	38%	35%	40%	50%	42%	45%	48%
	Total Number Meets or Higher		9		13			
	Total Number Tested		26		26			
	Points away from or above target		-3		+10			
	Difference from Prior Year				+15			
	Growth from Prior Year				43%			
	Hispanic — Target and Actual Rate	37%	45%	39%	61%	41%	44%	47%
	Total Number Meets or Higher		25		27			
	Total Number Tested		56		44			
	Points away from or above target		+8		+22			
	Difference from Prior Year				+16			
	Growth from Prior Year				36%			
	Eco. Disadv. — Target and Actual Rate	33%	35%	35%	62%	37%	40%	43%
	Total Number Meets or Higher		29		40			
	Total Number Tested		83		65			
	Points away from or above target		+2		+27			
	Difference from Prior Year				+27			
	Growth from Prior Year				77%			
	EL (Current & Monitored) — Target and Actual Rate	30%	32%	32%	65%	34%	37%	40%
	Total Number Meets or Higher		13		24			
	Total Number Tested		41		37			
	Points away from or above target		+2		+33			
	Difference from Prior Year				+33			
	Growth from Prior Year				103%			
	Cont. Enrolled — Target and Actual Rate	43%	44%	45%	64%	47%	50%	53%
	Total Number Meets or Higher		39		47			
	Total Number Tested		88		73			
	Points away from or above target		+2		+20			
	Difference from Prior Year				+20			
	Growth from Prior Year				45%			

Early Childhood Math Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

	OWENS	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math								
	All Target and Actual Rate	38%	34%	40%	53%	42%	45%	48%
	Total Number Meets or Higher		37		50			
	Total Number Tested		108		94			
	Points away from or above target		-4		+13			
	Difference from Prior Year				+19			
	Growth from Prior Year				56%			
	African American Target and Actual Rate	24%	31%	26%	50%	28%	31%	34%
	Total Number Meets or Higher		8		13			
	Total Number Tested		26		26			
	Points away from or above target		+7		+24			
	Difference from Prior Year				+19			
	Growth from Prior Year				61%			
	Hispanic Target and Actual Rate	35%	30%	37%	41%	39%	42%	45%
	Total Number Meets or Higher		17		18			
	Total Number Tested		56		44			
	Points away from or above target		-5		+4			
	Difference from Prior Year				+11			
	Growth from Prior Year				37%			
	Eco. Disadv. Target and Actual Rate	30%	29%	32%	48%	34%	37%	40%
	Total Number Meets or Higher		24		31			
	Total Number Tested		83		65			
	Points away from or above target		-1		+16			
	Difference from Prior Year				+19			
	Growth from Prior Year				66%			
	EL (Current & Monitored) Target and Actual Rate	39%	34%	41%	54%	43%	46%	49%
	Total Number Meets or Higher		14		20			
	Total Number Tested		41		37			
	Points away from or above target		-5		+13			
	Difference from Prior Year				+20			
	Growth from Prior Year				59%			
	Cont. Enrolled Target and Actual Rate	44%	36%	46%	56%	48%	51%	54%
	Total Number Meets or Higher		32		41			
	Total Number Tested		88		73			
	Points away from or above target		-8		+10			
	Difference from Prior Year				+20			
	Growth from Prior Year				56%			

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.

Updated July 2020 / HB

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 (2nd-5th)
        - 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 or when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
    - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
    - Use 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, 2nd-3rd = 60% of the time, 4th-5th = 50% of the time).
- Use a science notebook (grades 2-5) to collect and organize data in simple graphs, tables, maps, and charts.
- Analyze data using math to derive meaning, identify patterns, and discover relationships.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and vocabulary.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and scientific writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in face-to-face and digital collaboration;
  - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
  - Explore simulations (e.g. Explore Learning Gizmos, Interactive textbook, etc.);
  - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc;
  - Communicate and share conclusions using digital tools such as; Google Suite, Flipgrid, WeVideo etc.

Elementary Physical Education/Health (K-5)

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize 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.