

Cypress-Fairbanks Independent School District

Jowell Elementary School

2023-2024



Mission Statement

Mission

Statement: We maximize every student's potential through rigorous and relevant learning experiences prep

Vision



Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Jowell Elementary, a campus in Katy Texas. Jowell Elementary opened its doors in 1986. Jowell Elementary is projected to serve 589 students in grades 3-5 during the 2023-2024 school year, which is a decrease from the previous year of 639.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Jowell Elementary's needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2022-23 school year:

- District goals
- Campus goals
- Additional targeted support identification data
- STAAR
- Texas English Proficiency Assessment System
- CFISD benchmark data
- Discipline records
- Attendance data

Economically disadvantaged performance and participation data

Student surveys

Parent surveys

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The CPOC met on May 16, 2023, and again on September 25, 2023, to develop and finalize the CNA. The meetings were held in Jowell Library at 4:25 PM and 10:00 AM.

At the first meeting on May 16, 2023, Principal Kimberley Criswell divided the committee into 4 groups. The groups were math/

science, reading, culture, attendance and discipline, and the Zoom group. The groups reviewed the data and determined strengths and needs. Then they listed strategies that should be considered. The groups shared their information and everyone was able to make changes and a consensus was reached.

At the second meeting on the CPOC on September 25, 2023, principal Kimberley Criswell divided the committee into 5 groups. The groups were reading, math, science, Zoom and culture, discipline, and attendance. The groups reviewed data. Based on data, they determined strengths and needs, a problem statement, root cause, and strategies to address the root cause.

The problem statements and root causes are listed in each section of the needs assessment.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year:

Our first identified priority problem is in the area of student achievement, specifically the need to increase achievement by moving more students to mastery of on-grade-level standards.

Through the root cause analysis process, we identified a need to increase teacher's knowledge of the content of the curriculum.

Our second identified priority problem is in the area of student achievement, specifically, Economically Disadvantaged students who performed lower than the other subgroups on tests. Through the root cause analysis process, we identified the need to increase the teacher's depth of content knowledge and use of relevant materials.

Our third identified priority problem is in the area of staff attendance specifically frequent absences. Through the root cause analysis process, we identified that uses most of the day provided annually.

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data.

Reading:

Overall SPED met target percentages in 3-5

White exceeded targets in 4th approaches and meets and 5th exceeded the targets in approaches, meets and masters.

Math:

4th exceeded targets in approaches, meets, and masters

4th tied the cluster in masters

5th exceeded the target by 1% in approaches

Science:

AA outscored the district and cluster in approaches.

SPED exceeded our target.

ED students met the target.

All students at met exceeded the cluster.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: We need to increase achievement by moving more students to mastery of on-grade-level standards **Root Cause:** RLA: Need to increase teacher's knowledge of content with curriculum

Problem Statement 2: Math: Economically Disadvantaged students performed lower than other subgroups on testing **Root Cause:** Math: Need to increase the teacher's depth of content knowledge and use of relevant materials

Problem Statement 3: Science: Emergent bilingual students performed below the targets in science **Root Cause:** Science: Teachers need to spiral concepts, increase content, and follow their schedule.

Problem Statement 4: Students are beginning the 2023-24 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

The following are strengths of the campus in regard to school culture and climate.

Teachers collaborate during planning and model for each other.

Staff are willing to support each other.

Staff celebrate each other and recognize others' contributions.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

Staff appreciate the professional development provided to them.

They report administrative staff are available to them and opportunities exist for them to think for themselves.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff take off many days during the school year. **Root Cause:** Teacher/Paraprofessional Attendance: Staff believe they are given 10 days per year and should use them.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement.

Our parents like to participate in school events and are eager to volunteer.

Problem Statements Identifying Parent and Community Engagement Needs





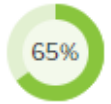
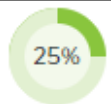

Problem Statement 1: Parents would like more opportunities to be involved in their child's education. **Root Cause:** Not enough information has been provided regarding academic support.






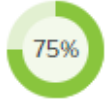
Goals



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 the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Utilize planning to ensure teachers are prepared for instruction by taking the following steps: before planning: read over the curriculum, read students' texts, and prepare questions, During planning: share ideas and stay on task. After planning: implement the plan.</p> <p>Strategy's Expected Result/Impact: Improved first instruction will result in improved test scores</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Utilize planning to ensure teachers are prepared for instruction with the content knowledge and by taking the following steps: arrive at planning knowing the what, During planning: begin with the end in mind, discuss the content, and plan the how with real-world examples. After planning: implement the plan.</p> <p>Strategy's Expected Result/Impact: Improved first instruction will result in improved test scores</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Utilize planning to ensure teachers are prepared for instruction with the content knowledge and by taking the following steps: arrive at planning knowing the what, During planning: begin discussing the content, how to use word walls, and plan the how with real-world examples. After planning: implement the plan and follow the schedule.</p> <p>Strategy's Expected Result/Impact: Improved first instruction will result in improved test scores</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>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: individual and small group instruction during Power Up every day.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: IS/AP/Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>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: Jaguar Leaders, Jowell Ambassadors, Choral Festival, Horizons Showcase, House Meetings, Run Club, Name That Book Competition, Spelling Bee, Skate Night, the school garden, school pets, author visits, baseball team, PALS, as well as guidance lessons.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			












Strategy 7 Details	Formative Reviews		
<p>Strategy 7: 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</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <ol style="list-style-type: none"> Temporary Workers -Provide interventions to students in order to meet or exceed targets on the attached CIP target table. Salaries - At-Risk Specialist to support the needs of at-risk students and math tutor to support students in math. Classroom supplies-Supplies are purchased for the classrooms to allow all students to access the curriculum. It includes supplies for art class, school supplies, teacher supplies, and items needed for hands-on activities, especially in science. Online Learning subscriptions -Students utilize Reflex Learning and Legends of Learning to increase fact fluency and science knowledge. 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 to support the goal of meeting or exceeding the CIP target table. Contract Services - (The Storyteller and MathLink Consultant) Students participate in lessons with the Storyteller and have follow-up lessons in the classroom to support writing. The math consultant supports teachers by increasing their content knowledge and strategies for delivering content. Substitute pay - When the math tutor is absent or a staff member attends staff development. Title 1 funds will cover the cost of the substitute. Parent Involvement - We will increase parent involvement throughout the year with events like Fall Family Night, Paws on Patrol, Spring Family Night, etc. We also use PBIS Rewards to communicate with parents regarding behavior. We will contract with HMNS and Karen Lowry to engage families during Fall Family Night. <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	<div style="display: flex; justify-content: space-around;"> <div data-bbox="1619 198 1759 846" style="text-align: center;">  <p>30%</p> </div> <div data-bbox="1759 198 1894 846" style="text-align: center;">  <p>80%</p> </div> <div data-bbox="1894 198 2032 846"></div> </div>		

 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 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.


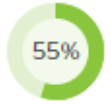




Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional Staffing: Class Size Reduction Teacher in 3rd grade will be hired to work with students to improve their academic performance.</p> <p>Strategy's Expected Result/Impact: Students in class size reduction class will demonstrates a minimum of 6 months growth</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide intervention in small groups to close the gap for students with learning gaps.</p> <p>Strategy's Expected Result/Impact: Increased performance levels as measured by STAAR</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide instructional supplies for teachers to assist in closing the gap for students performing below grade-level standards.</p> <p>Strategy's Expected Result/Impact: Increased performance level on level as measured by STAAR</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 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk. Utilize Zearn to address learning gaps for students in math.</p> <p>Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table</p> <p>Staff Responsible for Monitoring: Principal</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 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.









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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Safety procedures from EOP will be reviewed two times per school year. Strategy's Expected Result/Impact: Increased knowledge and awareness of procedures. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 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 current school year, student attendance will be at 95% or higher.









Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
 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 3: Restorative Discipline: The campus will use restorative discipline practices.







Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Counselors provide guidance lessons to teach coping skills and emotional regulation including check-ins for students needing extra support, support students in the use of Tipline, and WHO lessons.</p> <p>Strategy's Expected Result/Impact: Violent incidents will be 0%</p> <p>Staff Responsible for Monitoring: Counselors/APs/Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. We will utilize PBIS rewards to communicate with parents and students regarding behavior.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: AP/BC/Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  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 current school year, teacher/paraprofessional attendance will increase to 95%.







Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Staff will be recognized every nine weeks for attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by .1%. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
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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 current school year, 100% of teachers will receive job targeted professional development based on identified needs.

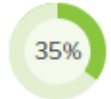





Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Staff development will be provided by staff members based on needs as determined by walk-throughs, fly by's, goal setting, and planning discussions.</p> <p>Strategy's Expected Result/Impact: Teachers will gain more knowledge to improve instruction impacting student progress.</p> <p>LT will increase the coaching and support of teachers resulting in improved instruction.</p> <p>Staff Responsible for Monitoring: Principal</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 current school year, parent engagement will increase by 5%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Provide meaningful opportunities for parents to interact with staff at Jowell such as Open House, Fall and Spring Parent Nights, Paws on Patrol, Jaguar Leader lunches, field days, Nature Trails, Donuts with Grown Ups, parent conferences, and increase electronic communication with parents.</p> <p>Strategy's Expected Result/Impact: Increase the number of volunteers by 10%</p> <p>PBIS Rewards will provide an additional method of communication with parents and increase parent involvement</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
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2023-2024 CPOC

Committee Role	Name	Position
Principal	Kimberley Criswell	Principal
Teacher #1	Henry Brennan	Teacher #1
Teacher #2	Jason Marshall	Teacher #2
Teacher #3	Gabrielle Reames	Teacher #3
Teacher #4	Jennifer Sague	Teacher #4
Teacher #5	Chelsea Santos	Teacher #5
Teacher #6	Marcela Beard	Teacher #6
Teacher #7	Melany Jimenez	Teacher #7
Teacher #8	Katrina Chalmers	Teacher #8
Other School Leader (Nonteaching Professional) #1	Caroline Nelson	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Virginia Stout	Other School Leader (Nonteaching Professional) #2
Administrator (LEA) #1	Ashley Clayburn	Administrator (LEA) #1
Administrator (LEA) #2	Frankie Carter	Administrator (LEA) #2
Parent #1	Natisha Zilton	Parent #1
Parent #2	Yuliana Martinez	Parent #2
Community Member #1	Ron Webb	Community Member #1
Community Member #2	Cristina Woodall	Community Member #2
Business Representative #1	Trisha Barnes	Business Representative #1
Business Representative #2	Jisha Iyer	Business Representative #2
Paraprofessional #1	Dorinda Tuggle	Paraprofessional #1
Paraprofessional #2	Debbie Powell	Paraprofessional #2
Other School Leader (Nonteaching Professional) #3	Kathryn Wright	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Tiffany Glover	Other School Leader (Nonteaching Professional) #4

Addendums

