

# Cypress-Fairbanks Independent School District

## Lowery Elementary School

2023-2024



# 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, students will reach their potential.

## Vision

District: LEAD: Learn, Empower, Achieve, Dream

Campus:

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### SCHOOL PROFILE

(School Name) is a campus in (City), Texas. (School Name) opened its doors in (year). (School Name) is projected to serve (number of students) students in grades (school grade levels) during the 2023-2024 school year, which is an (increase or decrease) from the previous year of (number of students at the end of 2022-23).

#### COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

#### BULLET THE SPECIFIC DATA PIECES REVIEWED

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on (MEETING DATE IN MAY 2023) and again on (MEETING DATE IN AUGUST OR SEPTEMBER) to develop and finalize the CNA. The meetings were held in (MEETING LOCATIONS ON THE CAMPUS AND THE TIME OF THE MEETING).

At the first meeting on (MEETING DATE IN MAY 2023), principal (ENTER PRINCIPAL NAME) (describe what happened at the meeting).

At the second meeting on (MEETING DATE IN AUGUST or SEPTEMBER 2023), the CPOC (describe what happened at the meeting).

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 (EXPLAIN THE PROBLEM). Through the root cause analysis process, we identified (EXPLAIN THE ROOT CAUSE).

Our second identified priority problem is in the area of student achievement, specifically (EXPLAIN THE PROBLEM). Through the root cause analysis process, we identified (EXPLAIN THE ROOT CAUSE).

Our third identified priority problem is in the area of (SELECT SOMETHING OTHER THAN STUDENT ACHIEVEMENT...EX: DISCIPLINE OR ATTENDANCE), specifically (EXPLAIN THE PROBLEM). Through the root cause analysis process, we identified (EXPLAIN THE ROOT CAUSE).

# Student Achievement

## Student Achievement Strengths

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

- Reviewing STAAR RLA data, 54%-74% of Lowery students achieved meets.
- Reviewing STAAR Math data, 47%-54% of Lowery students achieved meets.
- Reviewing STAAR science data, 38% of Lowery students achieved meets.
- Reading accuracy improved overall in grades 3-5.
- Math benchmark data shows that 3rd grade students in ESL had the most growth.
- 3rd-5th grade math benchmark data shows all students identified as AA, Hispanic showed growth.
- Map testing shows overall growth in science.
- Primary data shows improvement with use of our phonemic awareness program.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** RLA: Students struggle with decoding, encoding and applying foundational skills. **Root Cause:** RLA: Students do not apply foundational skills to their reading. We need to use individual data to intentionally plan for small groups focusing on foundational skills.

**Problem Statement 2:** Math: Students have gaps in foundational math skills such as subtraction, double digit addition, regrouping, multiplication and division. **Root Cause:** Math: Systems are not in place to target small group instruction to address foundational gaps.

**Problem Statement 3:** Science: Students do not apply prior knowledge of science and the constructive writing protocol. **Root Cause:** Science: There is a new structure for writing constructive responses in Science.

**Problem Statement 4:** Students are beginning the 2023-24 school year with learning gaps. **Root Cause:** Post pandemic, our students working to learn missed material.

**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.

- The staff at Lowery feel safe.
- All staff feel they have the opportunity to think for themselves.
- 100% of the staff feel the work asked of them relates to their job responsibilities.
- Staff at Lowery feel the information related to their job is accessible.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Staff want more feedback in various forms and opportunities to collaborate. **Root Cause:** Lowery does not have additional plannings focused on data digs and collaboration about students and instructional needs. Lowery will continue to find opportunities for meaningful feedback in various forms.

## 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.

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

**Problem Statement 1:** Teacher/Paraprofessional Attendance: With a focus on first instruction, staff attendance is a priority. **Root Cause:** Teacher/Paraprofessional Attendance: Staff are absent due to illness, family illness and family needs. As a campus, our staff are held accountable for their attendance.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

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

- Parents enjoy the events at Lowery both during school hours and in the evenings.
- 88% of parents that completed the survey feel they have a voice at Lowery to provide feedback and share ideas.
- Parents report wanting more information on ways to help their children in academics. They suggested a parent resource check out system and opportunities to teach parents how use resources to help their child at home.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parents need access to materials to help their children at home and would like opportunities to ask questions and share input and feedback. **Root Cause:** Materials are sent home at parents nights but Lowery does not have a resource center for parents to check out materials. Lowery has not had an open forum for feedback in several years.




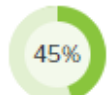

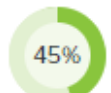









# Goals







**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><b>Strategy 1: RLA:</b> Using individual student data, teachers will intentionally plan and carry out daily small group instruction focusing on foundational skills as measured by lesson plans and monitoring notebooks.</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>		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Math:</b> Based on individual student data, teachers will plan deliver small group instruction to address gaps in basic math skills as measured by lesson plans and monitoring notebooks.</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>		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Science:</b> Students will apply the new structure for writing constructed responses to answer questions in science on daily work and exams.</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>		
	Nov	Feb	May
			










Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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: 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 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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: such as Lowery's GT Showcase, Student Council, Principal's Advisory Club, Choir, student mentoring, technology showcase, maker space, STEAM nights, field trips, grade level programs and art showcases.</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>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7: At-Risk:</b> 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            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 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. The additional paraprofessional will be trained in tutoring and behavior strategies for specific grade level content to provide push in instruction and the additional part time reading interventionist will work with struggling students.</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>High quality supplies increase connections and learning of teachers and administrators.</li> <li>High quality digital resources help students practice and retain new skills.</li> <li>High quality juvenile level books for our library</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.  <b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialists, Assistant Principals, Teachers</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 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><b>Strategy 1:</b> Extended Instructional Time (Closing the Gaps): Temporary Worker will be hired to work with students to improve their academic performance.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2023-2024 school year, all students will meet standards on end of year assessments and make growth on Map testing.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Professional Staffing: Class Size Reduction Teacher in 5th grade will be hired to work with students to improve their academic performance.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2023-2024 school year, all students in 5th grade will meet standards on the end of year assessment in all subjects.</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 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.



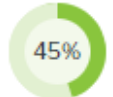





**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> State Compensatory Education: Provide supplementary support to students identified as at-risk.  <b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on the attached data table  <b>Staff Responsible for Monitoring:</b> 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><b>Strategy 1: Campus Safety:</b> Discuss safety concerns through staff table talks and implement procedural changes to ensure student safety.  <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  <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: Conduct Emergency Safety Drills:</b> Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.  <b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.  <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 current school year, student attendance will be at 96% or higher.









**Evaluation Data Sources:** Student attendance records

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement a campus attendance action plan that supports incremental growth toward a 96% overall attendance rate. <b>Strategy's Expected Result/Impact:</b> 96% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) <b>Strategy's Expected Result/Impact:</b> 96% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	<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 3: Restorative Discipline:** The campus will use restorative discipline practices.

**Evaluation Data Sources:** Discipline reports







Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Staff will teach and reinforce Bringing Out the Best lessons in combination with additional lessons/interventions as needed by specific students, with additional learning opportunities for students new to Lowery.</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>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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. Staff will model, role play, provide choices, and conference with students in order to teach students to disagree, respond to 'no', and handle conflict without engaging in physical contact or being a classroom disruption.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be equipped with self-management strategies.</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>
			
 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 by 10%, outside of COVID-19 related absences.







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

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 with perfect attendance will be celebrated at the end of each 9 weeks.</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
			
<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 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.


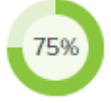




**Evaluation Data Sources:** Classroom implementation of professional learning  
Walk-throughs  
Lesson Plans

Strategy 1 Details	Formative Reviews		
<p><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. Additionally, we will seek to provide additional training on new curriculum and foundational skills.</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>	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 and family engagement will increase, as measured by parent conferences and attendance at parent events. For schoolwide events, our goal is for 45% of our families to participate, which is a 12% increase.

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

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 QR 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, attendance at curriculum nights and newsletters.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# 2023-2024 CPOC

Committee Role	Name	Position
Principal	April Wright	Principal
Teacher #1	Debbie Neumann	Teacher
Teacher #2	Alex Iglesias	Teacher
Teacher #3	Traci Mays	Teacher
Teacher #4	Amy Mullen-Baxter	Teacher
Teacher #5	Karen Hicks	Teacher
Teacher #6	Courtney Rodd	Teacher
Teacher #7	Daijah Howell	Teacher
Teacher #8	Lauren Vystosky	Teacher
Other School Leader (Nonteaching Professional) #1	Susan Mueller	Other School Leader (Nonteaching Professional)
Other School Leader (Nonteaching Professional) #2	Jill Manning	Other School Leader (Nonteaching Professional)
Administrator (LEA) #1	Kerrie Turner	Administrator (LEA)
Administrator (LEA) #2	Katie Nelson	Administrator (LEA)
Parent #1	Kyla Brown	Parent
Parent #2	Erin Miller	Parent
Community Member #1	Summer Fritsche	Community Member
Community Member #2	Ceil McDonald	Community Member
Business Representative #1	Michelle Wyatt	Business Representative
Business Representative #2	Denise Bridges	Business Representative
Paraprofessional #1	Cindy Austin	Paraprofessional
Paraprofessional #2	Terri Kmiecik	Paraprofessional
Other School Leader (Nonteaching Professional) #3	Elaine Waier	Other School Leader (Nonteaching Professional)
Other School Leader (Nonteaching Professional) #4	Kathy Tubbs	Other School Leader (Nonteaching Professional)
Other School Leader (Nonteaching Professional) #1	Kathy Haskins	Other School Leader (Nonteaching Professional)
Teacher #8	Stephanie Drymond	Teacher

# Addendums





