

Cypress-Fairbanks Independent School District

Swenke Elementary School

2022-2023



Mission Statement

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

Vision

LEAD - Learn. Empower. Achieve. Dream.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Student Achievement

Student Achievement Strengths

Swenke earned an A under the TEA Accountability Rating system and earned a Distinction in the area of Science.

In reading:

92% of our 3rd grade students met the passing standard on STAAR. 77% of these students were at Meets level and 58% were at the Masters level.

92% of our 4th grade students met the passing standard on STAAR. 75% of these students were at the Meets level and 44% were at the Masters level.

97% of our 5th grade students met the passing standard STAAR. 84% of these students were at the Meets level and 63% were at the Masters level.

In Math:

88% of our 3rd grade students met the passing standard on STAAR. 68% of these students were at the Meets level and 37% were at the Masters level.

91% of our 4th grade students met the passing standard on STAAR. 67% of these students were at the Meets level and 46% were at the Masters level.

95% of our 5th grade students met the passing standard on STAAR. 76% of these students were at the Meets level and 49% were at the Masters level.

In Science:

95% of our 5th grade students met the passing standard on STAAR. 79% of these students were at the Meets level and 55% were at the Masters level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Relative performance for economically disadvantaged and African American students shows a significant decrease in EOY data during students 2nd grade year and the gap continues to remain in subsequent years. **Root Cause:** RLA: Teachers need to deepen their understanding of the science of teaching reading and data analysis to identify specific skill deficits in order to utilize scaffolded, explicit instruction to meet individual needs.

Problem Statement 2: Math: Relative performance for economically disadvantaged and African American students shows a significant decrease in EOY data during students 2nd grade year and the gap continues to remain in subsequent years. **Root Cause:** Math: Teachers need to deepen their understanding of data analysis to identify specific skill deficits in order to utilize scaffolded, explicit instruction to meet individual needs.

Problem Statement 3: Students are beginning the 2022-2023 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. The impact of missed instruction is still evident.

Problem Statement 4: Science: Relative performance for economically disadvantaged and African American students shows a significant decrease in EOY data during students 2nd grade year and the gap continues to remain in subsequent years. **Root Cause:** Science: Teachers need to deepen their understanding of data analysis to identify specific skill deficits in order to utilize scaffolded, explicit instruction to meet individual needs.

School Culture and Climate

School Culture and Climate Summary

Surveys (students)

Values

Beliefs

Equity-Opportunity and Equal Access

School Culture and Climate Strengths

We began the 2021-2022, school year with a small percent of students attending online school and one teacher providing online instruction. At mid-year all students and staff were on campus attending face to face learning.

Our campus continues to make strides in the area of restorative discipline. Our PBIS committee analyzes and presents the data monthly at staff meetings along with targeted lessons

to address specific behaviors. We have many fun and rewarding activities built into our school day.

During the school year, we celebrate academics by presenting spirit sticks to students who made the A/B or A honor roll. Additionally, student birthdays are recognized during morning announcements and the principal delivers birthday cards to classrooms each day.

We were able to bring back the majority of our face to face school activities, including: Veteran's Day celebration, Choir Concerts, 2nd Grade musical, Pumpkins with Dad, Pumpkin Palooza, 4th and 5th Grade Science Fair, Field Days, EOY celebrations. In addition to our face to face functions, we made an effort to live stream all events

Our campus completed all drills within the given time lines and completed staff safety training.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Student learning is impacted by frequent absences due to travel, tardiness and early dismissal. **Root Cause:** School Culture and Climate: Staff need to communicate with parents in a timely manner the impact of missed instruction and the cumulative effect of tardiness and early dismissals.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The Swenke Staff is comprised of highly qualified teachers and paraprofessionals. Teachers actively participate in PLC's and our IS's provide on-going staff development. Teacher leaders are encourage to provide staff development as well and are involved as members of our Instructional Focus Team and our CPOC. We have very little teacher turn over. Our staff are also very active in the community and support their students through various off campus activities.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Teacher attendance rates are lower than expected. **Root Cause:** Teacher/Paraprofessional Attendance: We will communicate with staff the daily staff absent list. Monthly we will compare and share staff absenteeism rates compared to student absenteeism rates so they have a better understanding of the impact on our campus.

Parent and Community Engagement

Parent and Community Engagement Strengths

Swenke has a very involved parent group. The PTO organizes multiple events a year including: Candy Cane Fun run, Boosterthon, Family Game Night, Mother/Son Dance, Father/Daughter Dance, Ginger Bread House Decorating Contest, and Ice Cream social. In addition, they provide the necessary volunteers for our Veteran's Day program, rollerblading, Field days, Hearing and Vision Screening, Nature Trails, Parent readers, 2nd Grade musical, Garden Support, Library Volunteers, and work room assistance. Additionally, we have a large number of volunteers to assist during the first week assisting with student arrival and pre-k and kindergarten lunches.

This year we welcomed back First day visitors and our WATCH Dog program.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: In order to keep our families engaged, the school and PTO need to balance the number of activities that are free with the number of fundraisers that are offered throughout the year. **Root Cause:** Parent and Community Engagement: Fundraising type activities continue to be added to the calendar without reducing the number of older events increasing parents perceived pressure to support all fundraising.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Teachers will use research based interventions and strategies designed to provide specific and tiered differentiation in small group and through flexible regrouping. Data driven-driven lesson plans will be followed and progress monitoring will occur every 3-4 weeks.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Increase the performance of AA and ED students to within 10% of highest performing sub-pops.</p> <p>Staff Responsible for Monitoring: IS, Ap's and Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Teachers will develop students mathematical problem solving abilities both conventionally and creatively through the use of graphic organizers to solve simple and complex grade appropriate problems.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Increase performance of AA and ED students to within 10% of the highest performing sub-population</p> <p>Staff Responsible for Monitoring: IS's, AP's, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Enrich vocabulary development so that students transition from concrete to abstract application of science processes through the use of small group instruction, strategy group instruction, differentiated learning, hands-on experiences, and student discourse.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Increase performance of AA and ED students to within 10% of the highest performing sub-population</p> <p>Staff Responsible for Monitoring: IS's, AP's, Principal</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: The campus will provide 25 minutes of targeted instruction each day that includes: Flexible regrouping and targeted skill groups will be based on formative/summative data .</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Increase performance of AA and ED students to within 10% of the highest performing sub-population</p> <p>Staff Responsible for Monitoring: IS's</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>Strategy 1: Before/After School Program: tutoring</p> <p>Strategy's Expected Result/Impact: By the end of the 2022-2023 school year, students receiving extended day interventions will make a minimum of one years worth of growth on Maps testing in Math and/or reading.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Extended Planning Time: Provide extended planning time for teachers to analyze data to determine critical areas of need, design strategies to address these areas, and plan for flexible regrouping in order to close the gaps created by COVID-19.</p> <p>Strategy's Expected Result/Impact: By the end of the 2022-2023 school year, 95% of students in K-5 will make a minimum of one years worth of growth on the EOY Maps test.</p> <p>Staff Responsible for Monitoring: Instructional Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional Staffing: Core content area interventionist (math)</p> <p>Strategy's Expected Result/Impact: By the end of the 2022-2023 school year, 95% of students in grade 3-5 working with the interventionists and temporary workers will make at a minimum of one year's worth of growth on the EOY MAP's test.</p> <p>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 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Staff will participate in Safety training before the start of school and throughout the school year. Exterior Doors will be checked daily and recorded weekly in district binder.</p> <p>Strategy's Expected Result/Impact: Staff will understand all safety measures and follow all procedures. All exterior doors will remain locked and secure at all times.</p> <p>Staff Responsible for Monitoring: Administration Team</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.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>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 2022-23 school year, student attendance will be at 98% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff will monitor absences and tardies and reach out to families to share concerns of lost instruction time. Campus administration will work with teachers and reach out to families who students exhibit patterns of frequent absences. The attendance officer will be utilized for students with excessive absences.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 98%.</p> <p>Staff Responsible for Monitoring: Registrar, AP's, and 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 3: Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 5%.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Daily class meetings to address SEL will be held in all classes and grade levels. Teachers will receive Bringing Out the Best lessons from the district and implement these according to the district schedule.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 5%.</p> <p>Staff Responsible for Monitoring: Assistant Principals and Counselors</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions : Our PBIS committee will review, analyze and share discipline data at each monthly staff meeting, along with providing, and training staff on the use of, targeted lessons that address areas of concern.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Restorative discipline training will be held throughout the year at monthly staff meetings by our PBIS committee.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will continue to be at 0%.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: All staff will receive Restorative Discipline training and review targeted lessons that address behavior concerns from our PBIS team.</p> <p>Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: All staff will receive Restorative Discipline training, hold daily class meetings, share Bringing Out the Best District trainings, and receive training from our PBIS committee.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</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 2022-23 school year, teacher/paraprofessional attendance will increase by 2%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Increasing positive morale by providing teachers with additional supports, increasing the number of opportunities that duty coverage is provided, asking for ongoing feedback, and limiting meeting times and days.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 2%.</p> <p>Staff Responsible for Monitoring: Administrative Team</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 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2022-23 school year, 100% of teachers enrolled in the Reading Academy will have successfully completed the course work. Teachers not participating will complete training on critical writing in content areas and classroom management.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Through observation and staff surveys, staff development will be created to meet the needs of our staff.</p> <p>Strategy's Expected Result/Impact: By meeting teacher needs, student needs will be better addressed in the classroom.</p> <p>Staff Responsible for Monitoring: IS's, AP's and 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 2022-2023 school year, parent and family 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: Parent events will include face to face and virtual options. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: AP's and Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2022-2023 CPOC

Committee Role	Name	Position
Principal	Liz Miller	Principal
Classroom Teacher	add name	Teacher #1
Classroom Teacher	add name	Teacher #2
Classroom Teacher	add name	Teacher #3
Classroom Teacher	add name	Teacher #4
Classroom Teacher	add name	Teacher #5
Classroom Teacher	add name	Teacher #6
Classroom Teacher	add name	Teacher #7
Classroom Teacher	add name	Teacher #8
Non-classroom Professional	add name	Other School Leader #1
Non-classroom Professional	add name	Other School Leader #2
Non-classroom Professional	add name	Other School Leader #3
Non-classroom Professional	add name	Other School Leader #4
District-level Professional	add name	Administrator (LEA) #1
Parent	add name	Parent #1
Parent	add name	parent #2
Community Representative	add name	Community Resident #1
Community Representative	add name	Community Resident #2
Business Representative	add name	Business Representative #1
Business Representative	add name	Business Representative #2

Addendums

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

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				2022	#	%			#	%			#	%		
				#	#	%	#	%	#	%						
Reading	3	Swenke	White	103	99	96%	99%	93%	82	80%	85%	79%	59	57%	62%	42%
Reading	3	Swenke	Two or More	13	12	92%	97%	100%	11	85%	90%	83%	11	85%	90%	*
Reading	3	Swenke	Eco. Dis.	12	8	67%	72%	100%	6	50%	55%	69%	3	25%	35%	*
Reading	3	Swenke	Emergent Bilingual	*	*	*	*	83%	*	*	*	*	*	*	*	*
Reading	3	Swenke	At-Risk	61	49	80%	85%	83%	30	49%	54%	47%	16	26%	31%	*
Reading	3	Swenke	SPED	20	14	70%	75%	74%	8	40%	45%	58%	4	20%	25%	*
Reading	4	Swenke	All	159	146	92%	97%	91%	121	76%	81%	72%	70	44%	49%	39%
Reading	4	Swenke	Hispanic	35	33	94%	99%	88%	20	57%	62%	64%	8	23%	28%	30%
Reading	4	Swenke	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Swenke	Asian	13	12	92%	97%	100%	9	69%	74%	75%	6	46%	51%	*
Reading	4	Swenke	African Am.	14	11	79%		82%	8	57%	62%	64%	4	29%	34%	*
Reading	4	Swenke	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Swenke	White	87	80	92%	97%	92%	74	85%	90%	72%	47	54%	59%	41%
Reading	4	Swenke	Two or More	10	10	100%	100%	100%	10	100%	100%	100%	5	50%	55%	62%
Reading	4	Swenke	Eco. Dis.	24	20	83%	88%	100%	13	54%	59%	70%	2	8%	13%	*
Reading	4	Swenke	Emergent Bilingual	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Swenke	At-Risk	43	31	72%	77%	59%	22	51%	56%	28%	7	16%	21%	*
Reading	4	Swenke	SPED	22	14	64%	69%	57%	11	50%	55%	26%	8	36%	41%	*
Reading	5	Swenke	All	208	202	97%	99%	96%	175	84%	89%	85%	130	63%	68%	55%
Reading	5	Swenke	Hispanic	53	51	96%	99%	95%	40	75%	80%	81%	25	47%	52%	41%
Reading	5	Swenke	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Swenke	Asian	20	20	100%	100%	100%	19	95%	99%	86%	15	75%	80%	57%
Reading	5	Swenke	African Am.	9	9	100%	100%	93%	6	67%	72%	79%	4	44%	49%	64%
Reading	5	Swenke	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Swenke	White	110	106	96%	99%	95%	94	85%	90%	86%	74	67%	72%	60%
Reading	5	Swenke	Two or More	14	14	100%	100%	100%	14	100%	100%	100%	11	79%	84%	*
Reading	5	Swenke	Eco. Dis.	24	24	100%	100%	87%	17	71%	76%	70%	7	29%	34%	*
Reading	5	Swenke	Emergent Bilingual	8	6	75%	80%	*	4	50%	55%	*	2	25%	30%	*
Reading	5	Swenke	At-Risk	76	70	92%	97%	85%	50	66%	71%	54%	25	33%	38%	29%
Reading	5	Swenke	SPED	12	10	83%	88%	77%	5	42%	47%	59%	3	25%	30%	32%
Science	5	Swenke	All	208	197	95%	99%	96%	164	79%	84%	72%	114	55%	60%	39%
Science	5	Swenke	Hispanic	53	48	91%	96%	95%	35	66%	71%	62%	23	43%	48%	30%
Science	5	Swenke	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Swenke	Asian	20	20	100%	100%	93%	19	95%	99%	71%	12	60%	65%	*
Science	5	Swenke	African Am.	9	7	78%	83%	100%	5	56%	61%	64%	4	44%	49%	*
Science	5	Swenke	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Swenke	White	110	106	96%	99%	95%	93	85%	90%	76%	67	61%	66%	51%
Science	5	Swenke	Two or More	14	14	100%	100%	100%	11	79%	84%	90%	8	57%	62%	*
Science	5	Swenke	Eco. Dis.	24	20	83%	88%	91%	12	50%	55%	43%	7	29%	34%	*
Science	5	Swenke	Emergent Bilingual	8	5	63%	68%	*	4	50%	55%	*	0	0%	5%	*
Science	5	Swenke	At-Risk	76	65	86%	91%	83%	43	57%	62%	34%	17	22%	27%	15%
Science	5	Swenke	SPED	12	7	58%	63%	82%	4	33%	38%	50%	3	25%	29%	23%

Early Childhood Literacy Board Outcome Goal

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

		SWENKE	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	All	Target and Actual Rate	68%	68%	70%	77%	72%	75%	78%
		Total Number Meets or Higher		102		133			
		Total Number Tested		149		172			
		Points away from or above target		0		+7			
		Difference from Prior Year				+9			
		Growth from Prior Year				13%			
	Hispanic	Target and Actual Rate	67%	58%	69%	75%	71%	74%	77%
		Total Number Meets or Higher		19		24			
		Total Number Tested		33		32			
		Points away from or above target		-9		+6			
		Difference from Prior Year				+17			
		Growth from Prior Year				29%			
	White	Target and Actual Rate	63%	75%	65%	78%	67%	70%	73%
		Total Number Meets or Higher		61		82			
		Total Number Tested		81		105			
		Points away from or above target		+12		+13			
		Difference from Prior Year				+3			
		Growth from Prior Year				4%			
	Cont. Enrolled	Target and Actual Rate	68%	68%	70%	80%	72%	75%	78%
		Total Number Meets or Higher		96		121			
		Total Number Tested		141		152			
		Points away from or above target		0		+10			
		Difference from Prior Year				+12			
		Growth from Prior Year				18%			

Early Childhood Math Board Outcome Goal

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

		SWENKE	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	All	Target and Actual Rate	69%	58%	71%	69%	73%	76%	79%
		Total Number Meets or Higher		87		118			
		Total Number Tested		149		172			
		Points away from or above target		-11		-2			
		Difference from Prior Year				+11			
		Growth from Prior Year				19%			
	Hispanic	Target and Actual Rate	67%	42%	69%	69%	71%	74%	77%
		Total Number Meets or Higher		14		22			
		Total Number Tested		33		32			
		Points away from or above target		-25		0			
		Difference from Prior Year				+27			
		Growth from Prior Year				64%			
	White	Target and Actual Rate	70%	65%	72%	69%	74%	77%	80%
		Total Number Meets or Higher		53		72			
		Total Number Tested		81		105			
		Points away from or above target		-5		-3			
		Difference from Prior Year				+4			
		Growth from Prior Year				6%			
	Cont. Enrolled	Target and Actual Rate	70%	58%	72%	72%	74%	77%	80%
		Total Number Meets or Higher		82		109			
Total Number Tested			141		152				
Points away from or above target			-12		0				
Difference from Prior Year					+14				
Growth from Prior Year					24%				

CYPRESS-FAIRBANKS ISD

Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule that contains all components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice from among varied genres and reading levels during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use the *Continuum of Literacy Learning* and District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and reading and writing workshop.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Communicate and share conclusions using digital tools such as Google Suite, Flipgrid, WeVideo etc.
 - Incorporate the use of digital tools such as:
 - Google Suite
 - Scholastic Literacy Pro
 - Scholastic Storyworks (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 of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
 - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 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.