

# Cypress-Fairbanks Independent School District

## Swenke Elementary School

2023-2024



# 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.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

# Student Achievement

## Student Achievement Strengths

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

### Reading:

3rd Grade- 94% approaches, 81% Meets, 41% Mastery

4th Grade- 91% approaches, 72% Meets, 39% Mastery

5th Grade- 96% approaches, 85% Meets, 55% Mastery

### Math:

3rd Grade- 96% approaches, 70% Meets, 36% Mastery

4th Grade- 89% approaches, 68% Meets, 27% Mastery

5th Grade- 94% approaches, 73% Meets, 41% Mastery

### Science

5th Grade- 96% approaches, 72% Meets, 39% Masters

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** RLA: Our At-Risk, Special Education, and Economically Disadvantaged Student in 3, 4 and 5 th grade fall below their peers on the "meets" and "masters" standards. **Root Cause:** RLA: We are not using student data to systematically determine gaps to then explicitly teach the content at a more rigorous level.

**Problem Statement 2:** Math: Our African American, Economically Disadvantaged, At-Risk, and Special education population in 3, 4, and 5th grade fall below their peers on the "meets" and "masters" standards. **Root Cause:** Math: We are not using student data to systematically determine gaps to then explicitly teach the content at a more rigorous level.

**Problem Statement 3:** Science: Our Economically Disadvantaged, At-Risk and Special Education students in 5th grade fall below their peers on the "meets" and "masters" level standards. **Root Cause:** Science: We have not provided frequent enough rigorous opportunities to our 5th grades.

**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. The impact of missed instruction is still evident.

# School Culture and Climate

## School Culture and Climate Strengths

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

We began the 2022-2023 school under construction. New segmentation was completed, doors were added over the year, our cafeteria addition was complete in January, and our new carpet, paint and furniture gave us a fresh look. The project has continued into this school year.

During the 22-23 school year, we started our campaign to raise funds for our inclusive playground. Funds were raised and the playground was built over the summer.

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 have multiple opportunities for parents to volunteer or attend school functions during/after school hours: Curriculum Nights, Kindergarten Round-up, Veteran's Day celebration, Choir Concerts, 2nd Grade musical, Pumpkins with Parent, Pumpkin Palooza, 4th Grade Science Fair, Field Days, Mother's Day Tea, Gingerbread house building, Writer's Celebration, Career Fair, Multi-Cultural Day, Economic Fair, Donuts with family, and EOY celebrations. In addition to our face to face functions, we live stream all parent 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:** Student attendance is just over 95%. Frequent absences due to trips impacts learning and growth. **Root Cause:** The school needs to communicate more frequently about the impact of missed instruction.

# 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.

Results of the 22-23 Employee Perception Survey indicate that our staff feels that their voice matters, that they are valued, and they feel safe while at school. On the 15 questions, staff responses fell into the following percentiles: 67% of questions scored in the 98-100% in the Strongly Agree/Agree range (10/15), 20% scored between 96-97% in the Strongly Agree/Agree range (3/15), and 13% scored in the 90-93% in the Strongly Agree/Agree range (2/15). Additionally, none of the 15 questions were answered with a strongly disagree.

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

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Teacher and Paraprofessionals attendance is lower than our student attendance rate. **Root Cause:** Teacher/Paraprofessional Attendance: Communication about the impact of missed instructional days due to planned vacations needs to be communicated regular with individual teachers.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

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

Swenke has a very active PTO which plans many activities over the course of the year. Parents are provided numerous volunteer opportunities that range from a one time event to a weekly volunteer opportunity. Some of our volunteer activities are: Parent Readers, SRC animal demonstration presentors, Fun Run volunteers, library helpers, workroom helpers, W.a.t.c.h Dog Dads, Nature Trails Volunteers, and Iron Boy/Fit Girl assistance.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** The same parents volunteer to assist on a regular basis. **Root Cause:** Parents prefer to come to events where they can watch their child.

# 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> Increase decoding and language comprehension skills by flexibly regrouping students in all grades measured by a variety of progress monitoring assessment.</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> Principal, Instructional Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Math:</b> Increase math proficiency and rigor through integration of ST math in all grades measured through pre and post assessments.</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> Principal, Instructional Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Science:</b> To increase the level of rigor, science teachers will plan one lesson per week that requires deeper thinking and problem solving.</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> Principal, Instructional Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

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, Nurse, and PE teachers</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: 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> IS's</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 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> Before/After School Program: Students will be invited to attend before/after school tutoring based on skills.</p> <p><b>Strategy's Expected Result/Impact:</b> 95% of Students receiving interventions will meet their growth target on the EOY Map assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialist</p>	<b>Formative</b>		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</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> 95% of students in grades 3, 4 and 5 receiving extended instructional time with a certified temporary worker will meet EOY district standards.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialist</p>	<b>Formative</b>		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Professional Staffing: Core Content Area Interventionist in Math will be hired to provide small group math instruction for students required to meet HB4545 minutes. Additionally, she will pull small groups during closing the gap time, and provide push-in support in math classes (3,4,and 5th).</p> <p><b>Strategy's Expected Result/Impact:</b> 95% of 4th and 5th grade students who work with the Math Interventionist will earn, at a minimum, one point on the STAAR progress monitoring. 95% of students in 3rd grade will score within the approaches range or higher on STAAR math.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialist</p>	<b>Formative</b>		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Professional Development: All staff will participated in Professional Development with Dr. Eric Cupp. The Professional development will focus on meeting the social/emotional needs of staff and students.</p> <p><b>Strategy's Expected Result/Impact:</b> 95% Economically Disadvantaged and African American students in 3rd, 4th and 5th grade will be within 10 points of the all group in meets and masters across STAAR test. 95% of ED and AA students in k-2 will meet their targeted growth on the EOY MAPs assessment in reading and math.</p> <p><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> 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><b>Strategy's Expected Result/Impact:</b> Staff will understand all safety measures and follow all procedures. All exterior doors will remain locked and secure at all times.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Team</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), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 2: Student Attendance:** By the end of the current school year, student attendance will be at 95% 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 95% overall attendance rate. <b>Strategy's Expected Result/Impact:</b> 95% 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> 95% 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: Violence Prevention:</b> 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. 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><b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%</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: Restorative Discipline:</b> Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. 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><b>Strategy's Expected Result/Impact:</b> Students will be equipped with self-management strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals and Counselors</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 2%.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 2%.</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 2:** Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of new teachers enrolled in the Reading Academy will have successfully completed the course work. Additionally, ELAR teachers will receive ongoing training in the HMH curriculum adopted by the district. Math and science teacher's will continue to receive training in critical writing and adding rigor to lessons.

**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: Through observation and staff surveys, staff development will be created to meet the needs of our staff.</p> <p><b>Strategy's Expected Result/Impact:</b> By meeting teacher needs, student needs will be better addressed in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> 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 current 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><b>Strategy 1:</b> Parent and Family Engagement: Parent events will include face to face and virtual options.  <b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 5%.  <b>Staff Responsible for Monitoring:</b> AP's and Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

# 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	2023 Cluster	Student Group	Tested		2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level	
					2023	#	#	%	%	Approaches Grade Level	#	%	%	Meets Grade Level	#	%	%	Masters Grade Level
					#													
Math	3	Swenke	ES 1	All	155	149	96%	99%	93%	109	70%	80%	72%	56	36%	40%	29%	
Math	3	Swenke	ES 1	Hispanic	29	26	90%	95%	93%	17	59%	65%	69%	9	31%	35%	24%	
Math	3	Swenke	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*	
Math	3	Swenke	ES 1	Asian	17	17	100%	100%	92%	17	100%	100%	83%	13	76%	80%	50%	
Math	3	Swenke	ES 1	African Am.	7	7	100%	100%	80%	5	71%	75%	60%	*	*	*	*	
Math	3	Swenke	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*	
Math	3	Swenke	ES 1	White	96	93	97%	99%	94%	66	69%	75%	71%	31	32%	36%	30%	
Math	3	Swenke	ES 1	Two or More	6	6	100%	100%	100%	*	*	*	100%	*	*	*	*	
Math	3	Swenke	ES 1	Eco. Dis.	13	12	92%	95%	100%	8	62%	67%	92%	5	38%	43%	*	
Math	3	Swenke	ES 1	Emergent Bilingual	6	5	83%	90%	*	*	*	*	*	*	*	*	*	
Math	3	Swenke	ES 1	At-Risk	30	29	97%	98%	84%	15	50%	55%	45%	8	27%	34%	*	
Math	3	Swenke	ES 1	SPED	19	18	95%	98%	79%	12	63%	67%	62%	*	*	*	*	
Math	4	Swenke	ES 1	All	173	154	89%	95%	80%	118	68%	75%	55%	46	27%	45%	27%	
Math	4	Swenke	ES 1	Hispanic	33	29	88%	93%	72%	24	73%	75%	44%	7	21%	35%	22%	
Math	4	Swenke	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*	
Math	4	Swenke	ES 1	Asian	8	7	88%	93%	100%	5	63%	67%	100%	*	*	*	50%	
Math	4	Swenke	ES 1	African Am.	11	5	45%	80%	90%	*	*	*	*	*	*	*	*	
Math	4	Swenke	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*	
Math	4	Swenke	ES 1	White	108	100	93%	96%	77%	73	68%	73%	53%	25	23%	35%	26%	
Math	4	Swenke	ES 1	Two or More	13	13	100%	100%	100%	12	92%	94%	*	8	62%	65%	*	
Math	4	Swenke	ES 1	Eco. Dis.	10	7	70%	80%	48%	6	60%	65%	26%	*	*	*	*	
Math	4	Swenke	ES 1	Emergent Bilingual	2	*	*	*	*	*	*	*	*	*	*	*	*	
Math	4	Swenke	ES 1	At-Risk	32	20	63%	70%	47%	7	22%	27%	23%	*	*	*	17%	
Math	4	Swenke	ES 1	SPED	23	13	57%	65%	64%	6	26%	30%	24%	*	*	*	*	
Math	5	Swenke	ES 1	All	164	154	94%	96%	92%	119	73%	75%	72%	67	41%	47%	30%	
Math	5	Swenke	ES 1	Hispanic	38	35	92%	95%	91%	23	61%	65%	65%	10	26%	30%	*	
Math	5	Swenke	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*	
Math	5	Swenke	ES 1	Asian	14	13	93%	95%	100%	10	71%	75%	71%	7	50%	55%	*	
Math	5	Swenke	ES 1	African Am.	14	14	100%	100%	80%	7	50%	55%	50%	*	*	*	*	
Math	5	Swenke	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*	
Math	5	Swenke	ES 1	White	88	82	93%	95%	92%	72	82%	85%	75%	42	48%	53%	31%	
Math	5	Swenke	ES 1	Two or More	10	10	100%	100%	100%	7	70%	75%	85%	5	50%	53%	69%	
Math	5	Swenke	ES 1	Eco. Dis.	23	21	91%	95%	86%	8	35%	40%	50%	*	*	*	*	
Math	5	Swenke	ES 1	Emergent Bilingual	3	*	*	*	*	*	*	*	*	*	*	*	*	
Math	5	Swenke	ES 1	At-Risk	42	32	76%	80%	74%	15	36%	40%	42%	7	17%	25%	*	



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	2023 Cluster	Student Group	Tested		2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level	
					2023	#	#	%	%	%	%	%	#	%	#	%	#	%
					#													
Reading	5	Swenke	ES 1	At-Risk	41	35	85%	90%	74%	22	54%	60%	44%	12	29%	34%	19%	
Reading	5	Swenke	ES 1	SPED	22	17	77%	80%	67%	13	59%	65%	33%	7	32%	35%	*	
Science	5	Swenke	ES 1	All	163	156	96%	98%	90%	118	72%	75%	64%	64	39%	50%	33%	
Science	5	Swenke	ES 1	Hispanic	37	35	95%	97%	85%	23	62%	65%	53%	11	30%	40%	26%	
Science	5	Swenke	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*	
Science	5	Swenke	ES 1	Asian	14	13	93%	95%	86%	10	71%	75%	71%	*	*	*	71%	
Science	5	Swenke	ES 1	African Am.	14	14	100%	100%	70%	9	64%	67%	50%	*	*	*	*	
Science	5	Swenke	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*	
Science	5	Swenke	ES 1	White	88	84	95%	97%	93%	67	76%	80%	68%	45	51%	55%	30%	
Science	5	Swenke	ES 1	Two or More	10	10	100%	100%	100%	9	90%	90%	69%	*	*	*	62%	
Science	5	Swenke	ES 1	Eco. Dis.	23	21	91%	95%	71%	10	43%	47%	36%	*	*	*	*	
Science	5	Swenke	ES 1	Emergent Bilingual	3	*	*	*	*	*	*	*	*	*	*	*	*	
Science	5	Swenke	ES 1	At-Risk	41	34	83%	88%	67%	14	34%	37%	28%	6	15%	25%	*	
Science	5	Swenke	ES 1	SPED	22	18	82%	88%	63%	11	50%	55%	25%	5	23%	30%	*	

# 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, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- 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 not limited to Chromebooks, 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 literacy schedule.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in 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 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 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 the reading and writing block.
- 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	▪ Amira Suite
▪ Scholastic Literacy Pro	▪ HMH Suite
▪ Scholastic Storyworks (2 <sup>nd</sup> -5 <sup>th</sup> )	▪ Library Resources
▪ Boost Reading	▪ 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
  - Utilize 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 ST Math Puzzle Talks, Number Talks, Math Talks, CFISD Fact Fluency Plan, ORIGO Box of Facts, and other content conversation routines.
  - "Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
  - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2<sup>nd</sup>-5<sup>th</sup> grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in digital creation and collaboration
  - Incorporate the use of digital tools such as ST Math, Gizmos, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
  - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
  - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.
  - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

## Science

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

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

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

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- 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 pitched and unpitched 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 district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- 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.
- Encourage students to connect learning in art with other areas of knowledge such as math, reading, and social studies.
- 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.