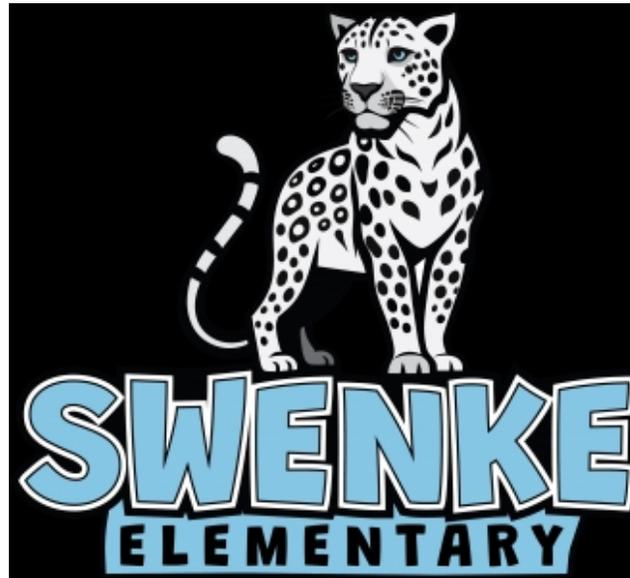# Cypress-Fairbanks Independent School District

Swenke Elementary School

2025-2026

Mission Statement

Equip students today to impact tomorrow.

Vision

Create a thriving educational community where each student's full potential is cultivated, realized, and celebrated to ensure lifelong success.

Student Achievement

Student Achievement Summary

Swenke Elementary was rated an A campus and received 3 distinctions for the 2024-2025 school year.

Student Achievement Strengths

94% of all 3rd, 4th and 5th grade students scored approaches on all tests.

74% of all 3rd, 4th and 5th grade students scored meets on all tests.

44% of all 3rd, 4th and 5th grade students scored masters on all tests.

Our campus received a letter grade of A for Domain I, Domain II (part A) and Domain III.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Special Education Students performed 14% lower than all other student groups.
Root Cause: We are not planning collaborative session between SPED teachers and Instructional Specialist to ensure lessons are designed with increased rigor.

Problem Statement 2: Fourth grade overall math performance was lower than both 3rd and 5th grade.
Root Cause: We are not differentiating small group instruction.

School Culture and Climate

School Culture and Climate Summary

The staff completes an annual Employee Perception Survey, and the results are shared with the staff. Opportunities are given for the staff to provide input about the results. Team leaders meet monthly and can address any school-wide concerns. Students complete the Safe Schools Survey annually.

School Culture and Climate Strengths

- Our PBIS Committee are actively involved and present at staff meetings once a month (data, school-wide incentive)
- 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 on our morning announcement slides and the principal gives students a birthday pencil.
- Praise and recognition is built into the school culture.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: According to the Tiered Fidelity Inventory, only 20/32 points were awarded for the rubic data indicating that data is not shared monthly with staff.
Root Cause: Our PBIS monthly meetings did not happen with fidelity and did not focus on data or shared with staff or a regular basis.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The staff completes an annual Employee Perception Survey, and the results are shared with the staff. Opportunities are given for the staff to provide input about the results. Team leaders meet monthly and can address any school-wide concerns. Students complete the Safe Schools Survey annually.

Staff Quality, Recruitment, and Retention Strengths

The 24-25 Employee Perception Survey indicated several strengths:

- 96% agree that staff appreciation is built into the school culture
- 99% agree that quality work is expected of staff
- 95% agree that collaboration is encouraged and practiced
- 97% agree that information related to their job is accessible

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Only 92% of Swenke staff feel that opportunities are available to provide input.
Root Cause: This was our first year establishing team leaders, and many teachers did not yet realize that these leaders serve as a valuable resource for providing input on schoolwide initiatives.

Family and Community Engagement

Family and Community Engagement Summary

Swenke is very fortunate to have a strong partnership with our parents and local community. During the 2024–2025 school year, Swenke officially adopted Lieder Elementary, strengthening our commitment to support and serve others beyond our own campus.

Family and Community Engagement Strengths

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 presenters, Fun Run volunteers, library helpers, workroom helpers, Watch D.O.G.S. Dads, Nature Trails Volunteers, and run club, lunchroom helpers, etc.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: We currently have limited opportunities for parents to be involved in curriculum-based activities.
Root Cause: We typically involve parents in events that require volunteers.

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details	Reviews			
Strategy 1: Instructional Focus: Strengthening Tier 1 instruction in all subjects through specific targeted planning, focusing on small group intervention.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**

Strategy: RLA: Teachers will intentionally plan for Closing the Gap time to focus on individual interventions based on assessment data (2025 STAAR, MAP, and mClass)
    Strategy's Expected Result/Impact: Meet or exceed STAAR targets
    Staff Responsible for Monitoring: Principal, Instructional Specialist, Assistant Principals
	Considerable			

Strategy 2 Details	**Reviews**			
Strategy 2: Instructional Focus: Strengthening Tier 1 instruction in all subjects through specific targeted planning, focusing on small group intervention.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**

Strategy: Math: Teachers will intentionally plan for Closing the Gap time to focus on individual interventions based on assessment data (2025 STAAR, MAP, and mClass).
    Strategy's Expected Result/Impact: Meet or exceed STAAR targets
    Staff Responsible for Monitoring: Principal, Instructional Specialist, Assistant Principals
	Considerable			

Strategy 3 Details		Reviews			

Strategy 3: Instructional Focus: Strengthening Tier 1 instruction in all subjects through specific targeted planning, focusing on small group intervention.
 	
Strategy: Science: Teachers will use assessment data to routinely implement small group instruction that focuses on individual student needs.
    Strategy's Expected Result/Impact: Meet or exceed STAAR targets
    Staff Responsible for Monitoring: Principal, Instructional Specialist, Assistant Principals
		Formative			**Summative**

		Nov	**Feb**	**May**	**June**
		Considerable			

Strategy 4 Details		Reviews			

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

		Nov	**Feb**	**May**	**June**
		Considerable			

Strategy 5 Details		Reviews			

Strategy 5: Improving Student Engagement: We will promote and publicize our Run Club, with the Superintendent's Fun Run serving as the final event of the season. Teachers and administrators will also be invited to join in the fun!
    Strategy's Expected Result/Impact: By promoting this program, we hope to inspire the creation of additional clubs and activities within our school and the broader community.
    Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, and Principal
		Formative			**Summative**

		Nov	**Feb**	**May**	**June**
		Moderate Progress			

Strategy 6 Details		Reviews			

Strategy 6: Improving Student Engagement: We will continue to build upon our Choir program, offering performances within the community and here at school.
    Strategy's Expected Result/Impact: By promoting this program, we hope to inspire the creation of additional clubs and activities within our school and the broader community.
    Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, and Principal
		Formative			**Summative**

		Nov	**Feb**	**May**	**June**
		Moderate Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details	Reviews			
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Principal, Instructional Specialist, Assistant Principals	Moderate Progress			
	○ No Progress ◯ Accomplished → Continue/Modify ✖ Discontinue			

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Reviews			
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Instructional Specialist, Assistant Principals	Nov	Feb	May	June
	Some Progress			
No Progress ⭕ Accomplished ⭕ Continue/Modify ➡ Discontinue ✖				

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Reviews			
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Instructional Specialist, Assistant Principals	Nov	Feb	May	June
	Considerable			

No Progress	Accomplished	→ Continue/Modify	✕ Discontinue

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details		Reviews			
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Instructional Specialist, Assistant Principals		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
		Some Progress			
	No Progress	Accomplished	Continue/Modify	Discontinue	

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive 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	Reviews			
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. **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. **Staff Responsible for Monitoring:** Administration Team	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Considerable			
	○ No Progress ○ Accomplished → Continue/Modify ✕ Discontinue			

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive 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	Reviews			
Strategy 1: Implement a campus attendance action plan that supports maintenance of a 95% or higher overall attendance rate. This plan will include an incentive for students with perfect attendance each grading period. **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Moderate Progress			

No Progress   Accomplished   Continue/Modify   ✗ Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Reviews			
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Assistant Principals will continue to reinforce training on Restorative Practice techniques and brainstorm natural consequences and replacement behaviors for specific student needs. Teachers and APs will work to reteach appropriate school behaviors and keep students in class and on our campus.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal	Considerable			

Strategy 2 Details	Reviews			
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. We will hold class meetings to teach and reinforce campus expectations, set behavior goals as a class, team build, and work through problems as a class. Additionally, district character lessons will be taught and reinforced.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Assistant Principals and Counselors	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee	Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s)	**Nov**	**Feb**	**May**	**June**
	No Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Teacher/Paraprofessional Attendance: We will share the importance of teacher attendance at multiple staff meetings and celebrate staff with perfect attendance and celebrate with the entire staff each time we have 100% staff attendance.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** Administrative Team	Considerable			
	○ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue			

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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	Reviews			
Strategy 1: High-Quality Professional Development: Staff will participate in relevant professional development through district and campus PD opportunities. District PD opportunities will be shared via the Weekly Update, and campus PD will be offered through weekly planning meetings, monthly grade-level meetings, and before or after school training.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Teachers will indicate growth towards their Personal Professional Goal as outlined in our appraisal system. Staff will indicate they have opportunities for growth and will indicate that their growth has positively impacted student success. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists	Moderate Progress			
No Progress Accomplished Continue/Modify Discontinue				

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: 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	Reviews			

Strategy 1: Improving Social Media Presence: Swenke will develop and establish a marketing community that has one representative from each grade level, that will be able to post on social media.
    Strategy's Expected Result/Impact: We hope to increase our followers by 5%.
    Staff Responsible for Monitoring: Principal, assistant principals, counselors, and instructional specialists, teachers
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Considerable			
Strategy 2 Details	Reviews			

Strategy 2: Improving Social Media Presence: Swenke will develop a posting calendar to ensure regular updates (weekly highlights, monthly celebrations, and timely announcements).
    Strategy's Expected Result/Impact: The number of posts related to Swenke Elementary will increase by 100% each month.
    Staff Responsible for Monitoring: Principal, assistant principals, counselors, and instructional specialists, teachers
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Accomplished			
Strategy 3 Details	Reviews			

Strategy 3: Improving Parent and Community Engagement: Offer engagement opportunities at various times (morning, evening, virtual) to accommodate different work schedules.
    Strategy's Expected Result/Impact: Parent and community engagement will increase by at least 5% by the end of the 25-26 school year.
    Staff Responsible for Monitoring: Principal, assistant principals, instructional specialists and counselors
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Some Progress			

Strategy 4 Details		Reviews			
Strategy 4: Improving Parent and Community Engagement: Use multiple platforms (social media, Remind, newsletters, phone calls) in to ensure everyone receives important information.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Parent and community engagement will increase by at least 5% by the end of the 25-26 school year. **Staff Responsible for Monitoring:** Principal, assistant principals, instructional specialists and counselors		**Nov**	**Feb**	**May**	**June**
		Considerable			

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

CPOC

Committee Role	Name	Position
Principal	Courtney Nespeca	Principal (there is only one principal)
Teacher #1	Rebecca Casey	1st Grade
Teacher #2	Stephanie Ferguson	1st Grade
Teacher #3	Savanah Stanley	2nd Grade
Teacher #4	Staci Thurwalker	3rd Grade
Teacher #5	Fiona Furlan	4th Grade
Teacher #6	Stewart McMillan	4th Grade
Teacher #7	Sonya Siragusa	5th Grade
Teacher #8	Elizabeth Basinger	Reading Enrichment
Other School Leader (Nonteaching Professional) #1	Catherine Ford	Math/Science IS
Other School Leader (Nonteaching Professional) #2	Stephanie Gable	Counselor
Other School Leader (Nonteaching Professional) #3	Lauren Fitzgerald	Counselor
Other School Leader (Nonteaching Professional) #4	Kerry Iselt	Assistant Principal
Other School Leader (Nonteaching Professional) #5	Jennifer Baek	Assistant Principal
Administrator (LEA) #1	Allison Hamling	Administrator (LEA) #1
Parent #1	Katie Colville	Parent #1
Parent #2	Kaci Dengler	Parent #2
Community Member #1	Mike Livingston	Community Member #1
Community Member #2	Pat Livingston	Community Member #2
Business Representative #1	Jessica Restivo	Business Representative #1
Business Representative #2	Hayley Murphey	Business Representative #2

Addendums

Campus   **Swenke**

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	**2025-26**	2026-27	2027-28	2028-29
Approaches or Above	94%	96%	98%	100%	100%
Meets or Above	75%	78%	81%	84%	87%
Masters Grade Level	40%	43%	46%	49%	52%

2025-26	Target Check
96%	Met District Strategic Target
79%	Met District Strategic Target
47%	Met District Strategic Target

3rd Grade Early Childhood Reading Board Outcome Goal (Meet or Higher)					
	2024-25	**2025-26**	2026-27	2027-28	2028-29
All	81%	83%			
African Am.	88%	90%			
Hispanic	74%	76%			
Eco. Dis.	62%	64%			
EB	0%	2%			
SPED	38%	40%			
Highly Mobile	0%	2%			
High Focus	60%	62%			

2025-26	Target Check
83%	Met Reading Board Outcome Target
91%	Met Reading Board Outcome Target
78%	Met Reading Board Outcome Target
67%	Met Reading Board Outcome Target
86%	Met Reading Board Outcome Target
56%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
64%	Met Reading Board Outcome Target

3rd Grade Early Childhood Math Board Outcome Goal (Meet or Higher)					
	2024-25	**2025-26**	2026-27	2027-28	2028-29
All	78%	80%			
African Am.	63%	65%			
Hispanic	74%	76%			
Eco. Dis.	57%	59%			
EB	0%	2%			
SPED	31%	33%			
Highly Mobile	0%	2%			
High Focus	53%	55%			

2025-26	Target Check
92%	Met Math Board Outcome Target
91%	Met Math Board Outcome Target
81%	Met Math Board Outcome Target
60%	Met Math Board Outcome Target
57%	Met Math Board Outcome Target
33%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
59%	Met Math Board Outcome Target

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

To ensure the privacy of small student groups, data for performance levels with fewer than five students are not shown.

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count 2026 #	2025 Approaches or Above %	2026 Approaches or Above #	2026 Approaches Target %	2025 Meets or Above %	2026 Meets or Above #	2026 Meets Target %	2025 Masters Grade Level %	2026 Masters Grade Level #	2026 Masters Target %
Reading	3	Swenke	ES1	All	122	96%	118	97%	81%	115	83%	46%	60	48%
Reading	3	Swenke	ES1	Hispanic	27	92%	26	94%	74%	23	78%	33%	10	35%
Reading	3	Swenke	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Swenke	ES1	Asian	7	100%	7	100%	94%	7	100%	69%	4	57%
Reading	3	Swenke	ES1	African Am.	11	100%	11	100%	88%	10	91%	*	8	73%
Reading	3	Swenke	ES1	Pac. Islander	0	*	0	*	*	*	*	*	0	*
Reading	3	Swenke	ES1	White	70	98%	68	97%	80%	69	99%	47%	33	47%
Reading	3	Swenke	ES1	Two or More	7	*	6	86%	*	6	86%	*	5	71%
Reading	3	Swenke	ES1	Eco. Dis.	15	100%	15	100%	62%	10	67%	33%	8	53%
Reading	3	Swenke	ES1	EB	14	*	14	100%	*	12	86%	*	10	71%
Reading	3	Swenke	ES1	At-Risk	18	85%	16	89%	52%	13	72%	24%	9	50%
Reading	3	Swenke	ES1	SPED	36	85%	32	89%	38%	20	56%	*	10	28%
Reading	3	Swenke	ES1	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Swenke	ES1	High Focus	59	92%	55	93%	60%	38	64%	30%	18	31%
Reading	4	Swenke	ES1	All	173	98%	171	99%	81%	151	87%	49%	100	58%
Reading	4	Swenke	ES1	Hispanic	43	100%	43	100%	93%	39	91%	48%	30	70%
Reading	4	Swenke	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Swenke	ES1	Asian	16	87%	15	94%	73%	15	94%	47%	9	56%
Reading	4	Swenke	ES1	African Am.	11	90%	11	100%	70%	9	82%	60%	7	64%
Reading	4	Swenke	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Swenke	ES1	White	98	99%	97	99%	80%	83	85%	47%	49	50%
Reading	4	Swenke	ES1	Two or More	5	100%	5	100%	86%	5	100%	86%	5	100%
Reading	4	Swenke	ES1	Eco. Dis.	26	100%	25	96%	80%	21	81%	50%	14	54%
Reading	4	Swenke	ES1	EB	14	*	13	93%	*	10	71%	*	8	57%
Reading	4	Swenke	ES1	At-Risk	15	92%	14	93%	55%	9	60%	13%	3	20%
Reading	4	Swenke	ES1	SPED	31	93%	29	94%	67%	21	68%	27%	9	29%
Reading	5	Swenke	ES1	All	185	95%	178	96%	82%	170	92%	55%	103	56%
Reading	5	Swenke	ES1	Hispanic	28	88%	25	89%	75%	21	75%	47%	13	46%
Reading	5	Swenke	ES1	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Reading	5	Swenke	ES1	Asian	13	100%	13	100%	94%	12	92%	88%	11	85%
Reading	5	Swenke	ES1	African Am.	10	100%	10	100%	90%	9	90%	*	4	40%
Reading	5	Swenke	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Swenke	ES1	White	126	96%	122	97%	82%	121	96%	54%	70	56%
Reading	5	Swenke	ES1	Two or More	7	100%	7	100%	88%	6	86%	63%	5	71%
Reading	5	Swenke	ES1	Eco. Dis.	15	93%	14	93%	70%	12	80%	41%	7	47%
Reading	5	Swenke	ES1	EB	7	80%	6	86%	50%	4	57%	*	4	57%
Reading	5	Swenke	ES1	At-Risk	37	89%	33	89%	61%	23	62%	30%	12	32%
Reading	5	Swenke	ES1	SPED	34	74%	26	76%	52%	18	53%	26%	9	26%
Math	3	Swenke	ES1	All	122	96%	118	97%	78%	112	92%	39%	50	41%
Math	3	Swenke	ES1	Hispanic	27	95%	25	93%	74%	22	81%	31%	9	33%
Math	3	Swenke	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Swenke	ES1	Asian	7	100%	7	100%	94%	7	100%	69%	5	71%
Math	3	Swenke	ES1	African Am.	11	100%	11	100%	63%	10	91%	*	5	45%
Math	3	Swenke	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Swenke	ES1	White	70	95%	68	97%	77%	66	94%	37%	26	37%
Math	3	Swenke	ES1	Two or More	7	100%	7	100%	*	7	100%	*	5	71%
Math	3	Swenke	ES1	Eco. Dis.	15	95%	15	100%	57%	9	60%	*	5	33%

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count 2026	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					#	%	#	%	%	#	%	%	#	%
Math	3	Swenke	ES1	EB	14	*	12	86%	*	8	57%	*	5	36%
Math	3	Swenke	ES1	At-Risk	18	88%	16	89%	61%	11	61%	27%	5	28%
Math	3	Swenke	ES1	SPED	36	77%	28	78%	31%	12	33%	*	5	14%
Math	3	Swenke	ES1	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Swenke	ES1	High Focus	59	89%	53	90%	53%	35	59%	23%	15	25%
Math	4	Swenke	ES1	All	173	88%	165	95%	66%	116	67%	41%	75	43%
Math	4	Swenke	ES1	Hispanic	43	93%	41	95%	67%	29	67%	37%	17	40%
Math	4	Swenke	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Swenke	ES1	Asian	16	87%	14	88%	73%	12	75%	53%	9	56%
Math	4	Swenke	ES1	African Am.	11	70%	10	91%	70%	7	64%	*	5	45%
Math	4	Swenke	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Swenke	ES1	White	98	88%	95	97%	65%	64	65%	40%	41	42%
Math	4	Swenke	ES1	Two or More	5	86%	5	100%	71%	4	80%	*	3	60%
Math	4	Swenke	ES1	Eco. Dis.	26	90%	24	92%	80%	21	81%	50%	14	54%
Math	4	Swenke	ES1	EB	14	*	12	86%	*	10	71%	*	7	50%
Math	4	Swenke	ES1	At-Risk	15	63%	10	67%	29%	5	33%	*	3	20%
Math	4	Swenke	ES1	SPED	31	73%	23	74%	40%	13	42%	17%	6	19%
Math	5	Swenke	ES1	All	185	91%	175	95%	63%	119	64%	40%	76	41%
Math	5	Swenke	ES1	Hispanic	28	82%	24	86%	52%	15	54%	33%	10	36%
Math	5	Swenke	ES1	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Math	5	Swenke	ES1	Asian	13	100%	13	100%	94%	13	100%	82%	10	77%
Math	5	Swenke	ES1	African Am.	10	100%	10	100%	60%	6	60%	*	6	60%
Math	5	Swenke	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Swenke	ES1	White	126	91%	120	95%	62%	79	63%	36%	45	36%
Math	5	Swenke	ES1	Two or More	7	100%	7	100%	75%	5	71%	*	5	71%
Math	5	Swenke	ES1	Eco. Dis.	15	81%	13	87%	37%	6	40%	26%	4	27%
Math	5	Swenke	ES1	EB	7	70%	5	71%	*	4	57%	*	3	43%
Math	5	Swenke	ES1	At-Risk	37	79%	30	81%	32%	12	32%	14%	5	14%
Math	5	Swenke	ES1	SPED	34	67%	23	68%	37%	13	38%	*	8	24%
Science	5	Swenke	ES1	All	185	92%	175	95%	64%	121	65%	37%	69	37%
Science	5	Swenke	ES1	Hispanic	28	88%	25	89%	44%	12	43%	16%	5	18%
Science	5	Swenke	ES1	Am. Indian	1	*	1	100%	*	0	0%	*	0	0%
Science	5	Swenke	ES1	Asian	13	94%	13	100%	88%	12	92%	76%	10	77%
Science	5	Swenke	ES1	African Am.	10	100%	10	100%	60%	6	60%	*	0	0%
Science	5	Swenke	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Swenke	ES1	White	126	93%	120	95%	66%	85	67%	41%	50	40%
Science	5	Swenke	ES1	Two or More	7	100%	6	86%	88%	6	86%	*	4	57%
Science	5	Swenke	ES1	Eco. Dis.	15	85%	13	87%	37%	6	40%	22%	4	27%
Science	5	Swenke	ES1	EB	7	70%	5	71%	*	5	71%	*	3	43%
Science	5	Swenke	ES1	At-Risk	37	84%	31	84%	36%	14	38%	*	10	27%
Science	5	Swenke	ES1	SPED	34	78%	27	79%	33%	12	35%	*	10	29%

2025-2026 Elementary Content Area
Standard Expectations

Literacy (Reading and Writing)
- Maximize instructional time by developing, posting, and consistently following a literacy schedule containing all required daily components.
- 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
  - Incorporate the use of digital tools such as:
    - Google Suite
    - Scholastic Literacy Pro
    - Scholastic Storyworks (2nd-5th)
    - Boost Reading
    - Amira Suite
    - HMH Suite
    - Achieve 3000
    - Schoology
  - Incorporate the use of technology inside the Language Arts classroom after explicit and systematic instruction of literacy processes has occurred, and when it is the most developmentally appropriate tool for the task being asked of the student

Mathematics
- Maximize instructional time by developing, posting, and consistently following a math schedule containing all required daily components.
- Model and expect students to use a problem-solving process by utilizing strategies included in Teacher Notes.
- Post and use classroom-created anchor charts in math classrooms.
- 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.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Use Bloom in Math student booklets in Kindergarten-5th grade and 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 Chromebook devices to engage in digital creation and collaboration
  - Incorporate the use of digital tools such as ST Math, Performance Matters, 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
  - Use district-approved 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 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 an Interactive Science Notebook in 1st-5th grades to record observations and demonstrate understanding of scientific concepts.
- Utilize the Science Study Guide (2nd-5th grades) to interpret diagrams and research/locate/generate information.
- Utilize the daily learning intention referenced in District Lessons at the start of each science block.
- Facilitate and maintain a student-created Interactive Word Wall in 2nd-5th grades.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Model the thought process utilized when analyzing scientific questions in 2nd-5th grades.
- Analyze data from observations and experiences to derive meaning, along with recurring themes and concepts.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and academic language.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and 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
  - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc.
  - Communicate and share conclusions using digital tools

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
- Utilize technology to encourage music composition as appropriate
- 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.
- Design open-ended lessons that highlight student voice, creativity, and problem-solving approaches.
- Introduce a range of media, techniques, and processes, including technology (e.g., digital tools) to foster creativity, support skill development, and encourage original outcomes through engaging art projects and research opportunities.
- Explore visual art-related careers to connect learning with real-world opportunities.
- Encourage students to connect learning in art with other areas of knowledge, such as math, reading, science, and social studies.
- Reflect regularly on teaching practices to support continuous professional growth.
- Utilize the resources available to teachers, including the CFISD adopted instructional materials,CFISD Benchmarks, and CFISD Curriculum Standards.
- Incorporate technology to foster creativity through engaging digital art projects and relevant research opportunities.
- Encourage excellence by offering students various opportunities to compete and exhibit their work through contests and community events such as the Houston Rodeo School Art Contest, Texas Elementary Art Meet (TEAM contest), and campus or districtwide art exhibitions.