

# **Cypress-Fairbanks Independent School District**

## **Swenke Elementary School**

### **2021-2022 Campus Improvement Plan**



# 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

Reading:

% of students passing EOY reading standard/ STAAR (grades 3-5):

K- 94%

1st- 89%

2nd- 80%

3rd- 93%

4th- 86%

5th- 92%

Math:

% of students passing EOY math standards/STAAR (grades 3-5)

k- 98%

1st- 97%

2nd- 90%

3rd- 91%

4th- 84%

5th- 91%

Science- STAAR

5th- 90%

Writing- STAAR

4th- 83%

Our students performed relatively well when compared to state and district data. However, due to COVID restrictions and virtual learning hands-on and small group activities were limited. We feel that these factors impacted our student's performance on EOY assessments.

## **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Reading: 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:** Reading: 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 2:** Writing: 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:** Writing: 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:** 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 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.

**Problem Statement 5:** Students are beginning the 2021-22 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.

# School Culture and Climate

## School Culture and Climate Strengths

We began the 20-21 school year with 74% of our students attending on-campus learning and ended the year with 91% of our students on-campus. Virtual learners were part of the classroom and all instruction as teachers taught using a merged class model.

Our campus continues to make strides in the area of restorative discipline. Staff is actively involved in training and our PBIS committee presents at each staff meeting.

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

We continued many of our traditions such as our Veteran's Day program, Choir concert, Drum concert, 2nd Grade musical, and other events by live streaming these events to our families in lieu of in-person events (restricted due to COVID). Our students participated in our Leadership Club, Unity Club, and Student Council.

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 attendance rates may decrease to COVID- related symptoms. **Root Cause:** School Culture and Climate: Continue to encourage students to be in class every day.

## 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 provided on-going staff development. Teacher leaders are encourage to provide staff development as well. We have very little teacher turn over. They 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: Continue to stress the importance of all teachers in the classroom each day.



# 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, 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, and work room assistance. With COVID Restrictions, they got creative. Parent readers continued with parents reading from home with a live zoom link, our game night was held outdoors in a parking lot, a gingerbread house contest was held with the work being done at home (a huge success), and at the end of the year they were able to provide a small group of volunteers to assist with the end of the year parties and 5th grade day.

This past year we needed to think outside the box to find away to continue to engage our community with the COVID visitors in place. Staff sent videos to all families welcoming them and providing them with visuals to help our students arrive on the first day (parents normally are able to walk students back). Conferences were held via zoom. During the Feb. freeze our building flooded and necessitated the staff moving to the Berry Center to teach for a week. Updates on building progress and changes were communicated via videos and live feeds. Our parents and community were very supportive during this two week period.

We were able to live feed all events via Facebook like our Veteran's Day program, Jump Rope for Heart, Choir concerts, 2nd grade musical, and 5th grade drumming.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Community Engagement: Some restrictions will be necessary to minimize large gatherings in indoor spaces. **Root Cause:** Parent and Community Engagement: We need to continue to meet individual family needs related to COVID-19 protocols.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Improvement Planning Data**

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## **Student Data: Assessments**

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

## **Parent/Community Data**










- Parent engagement rate

# 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 2021, 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><b>Strategy 1: Reading:</b> Teachers will use research based intervention programs designed to provide specific and tiered differentiation in small group. Data driven-driven lesson plans will be followed and progress monitoring will occur every 3-4 weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> IS, Ap's and Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Writing:</b> Utilizing aligned language, teachers will connect students to essential grammar through authentic texts in both reader/writers workshop.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> IS's, AP's, Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Writing:</b> Teachers will utilize aligned language to integrate writing across all content areas through daily writing.</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, AP, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Math: Teach concrete concepts through concrete experiences that include the ongoing use of manipulatives, hands-on experiences, movement, choice, student discourse, and small group.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> IS's, AP's, Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> IS's, AP's, Principal</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 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.</p> <p>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>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

**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 2021-22 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> Students meeting criteria (Tier II and Tier III) will receive Math, reading, writing, or science interventions for a minimum of 30 hours. Services will be provided during closing the gap time or during extended day programming (before or after school). Interventions will take place using literacy and math kits during small group instruction. Students will be assessed each 4 weeks and the program will be fluid based on student progress and need.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2021-2022 school year, 95% of students in grades 3-5 working with the interventionist will score approaches or higher on STAAR.</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:</b> We will utilize a math interventionist to push in to 2-5 grade classes during day during small group math time. Students will be flexible regrouped if necessary during this time. Additionally, the interventionist will pull groups during Closing the Gap time.</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2021-2022 school year, 95% of students in grades 3-5 working with the interventionist will score approaches or higher on STAAR, and 95% of students working with the interventionist in 2nd grade will score 75% of higher on the EOY benchmark.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist</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 1: Student Safety:** By the end of the 2021-22 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.  <b>Strategy's Expected Result/Impact:</b> Staff will understand all safety measures and follow all procedures.  <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 Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.</b>  <b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 2: Student Attendance:** By the end of the 2021-22 school year, student attendance will be at 98%.

**Evaluation Data Sources:** Student attendance records













Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Campus administration will monitor student absences 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><b>Strategy's Expected Result/Impact:</b> Student attendance will remain at or exceed 98%.</p> <p><b>Staff Responsible for Monitoring:</b> 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 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 5%.

**Evaluation Data Sources:** Discipline reports








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Restorative Discipline: Daily class meetings to address SEL will be held in all classes and grade levels. Counselors will provide guidance lessons that will include Harmony training.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline referrals will be decreased by 5%.</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>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> In School Suspensions : All staff will receive Culturally Responsive training and training on Effective class meetings</p> <p><b>Strategy's Expected Result/Impact:</b> In School Suspensions for SPED African American students will continue to be 0%.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Out of School Suspensions: Restorative discipline and Culturally Responsive training will be held throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Out of school suspensions will continue to be at 0%.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Special Opportunity School (SOS) Placements: All staff will receive Culturally Responsive training and will be trained in effective class meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Violence Prevention: All staff will receive Culturally Responsive training and will be trained in effective class meetings. <b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 326 661 370">  No Progress         </div> <div data-bbox="762 326 980 370">  Accomplished         </div> <div data-bbox="1079 326 1331 370">  Continue/Modify         </div> <div data-bbox="1432 326 1629 370">  Discontinue         </div> </div>			

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

**Performance Objective 4: Coordinated Health Program:** By the end of the 2021-22 school year, 100% of the Campus School Health Advisory Council (CSHAC) Campus Plan will be implemented.








**Evaluation Data Sources:** Records of CSHAC plan implementation (ex: Lesson Plans etc.)

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified timelines.</p> <p><b>Strategy's Expected Result/Impact:</b> Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness.</p> <p><b>Staff Responsible for Monitoring:</b> CSHAC Team</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 1: Teacher/Paraprofessional Attendance:** By the end of the 2021-22 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 2021-22 school year, 100% of teachers will receive job targeted professional development based on identified needs.








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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: 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> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</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 2021-22 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>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

# State Compensatory

## Budget for Swenke Elementary School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 1**

**Brief Description of SCE Services and/or Programs**

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## Personnel for Swenke Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	Reaching Enrichment/SGRI Teacher	1

# Addendums



Cypress-Fairbanks Independent School District  
 Department of District Improvement and Accountability  
**2021-22 Approaches CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Math	3	Swenke	All	148	134	91%	95%	4%	171	150	88%
Math	3	Swenke	Hispanic	32	28	88%	92%	4%	32	26	81%
Math	3	Swenke	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Swenke	Asian	10	9	90%	95%	5%	10	10	100%
Math	3	Swenke	African Am.	13	11	85%	90%	5%	13	8	62%
Math	3	Swenke	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Swenke	White	82	75	91%	95%	4%	103	94	91%
Math	3	Swenke	Two or More	11	11	100%	100%	0%	13	12	92%
Math	3	Swenke	Eco. Dis.	15	9	60%	85%	25%	12	6	50%
Math	3	Swenke	LEP Current	*	*	*	*	*	*	*	*
Math	3	Swenke	At-Risk	35	28	80%	85%	5%	61	44	72%
Math	3	Swenke	SPED	15	8	53%	63%	10%	20	10	50%
Math	4	Swenke	All	198	174	88%	93%	5%	159	144	91%
Math	4	Swenke	Hispanic	46	36	78%	83%	5%	35	31	89%
Math	4	Swenke	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Swenke	Asian	22	20	91%	95%	4%	13	11	85%
Math	4	Swenke	African Am.	9	5	56%	83%	27%	14	10	71%
Math	4	Swenke	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Swenke	White	108	101	94%	97%	3%	87	82	94%
Math	4	Swenke	Two or More	12	11	92%	95%	3%	10	10	100%
Math	4	Swenke	Eco. Dis.	20	14	70%	83%	13%	24	19	79%
Math	4	Swenke	LEP Current	7	2	29%	50%	21%	*	*	*
Math	4	Swenke	At-Risk	25	17	68%	83%	15%	43	32	74%
Math	4	Swenke	SPED	14	7	50%	60%	10%	22	18	82%
Math	5	Swenke	All	186	169	91%	95%	4%	208	198	95%
Math	5	Swenke	Hispanic	43	39	91%	95%	4%	53	51	96%
Math	5	Swenke	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Swenke	Asian	12	12	100%	100%	0%	20	20	100%
Math	5	Swenke	African Am.	11	10	91%	95%	4%	9	7	78%
Math	5	Swenke	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Swenke	White	108	97	90%	95%	5%	110	105	95%
Math	5	Swenke	Two or More	10	10	100%	100%	0%	14	14	100%
Math	5	Swenke	Eco. Dis.	12	10	83%	85%	2%	24	21	88%
Math	5	Swenke	LEP Current	*	*	*	*	*	8	6	75%
Math	5	Swenke	At-Risk	53	41	77%	85%	8%	76	68	89%
Math	5	Swenke	SPED	26	16	62%	70%	8%	12	7	58%

Cypress-Fairbanks Independent School District  
 Department of District Improvement and Accountability  
**2021-22 Approaches CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	3	Swenke	All	148	137	93%	95%	2%	171	157	92%
Reading	3	Swenke	Hispanic	32	32	100%	100%	0%	32	26	81%
Reading	3	Swenke	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Swenke	Asian	10	7	70%	85%	15%	10	10	100%
Reading	3	Swenke	African Am.	13	11	85%	90%	5%	13	10	77%
Reading	3	Swenke	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Swenke	White	82	76	93%	95%	2%	103	99	96%
Reading	3	Swenke	Two or More	11	11	100%	100%	0%	13	12	92%
Reading	3	Swenke	Eco. Dis.	15	10	67%	85%	18%	12	8	67%
Reading	3	Swenke	LEP Current	*	*	*	*	*	*	*	*
Reading	3	Swenke	At-Risk	35	29	83%	85%	2%	61	49	80%
Reading	3	Swenke	SPED	15	8	53%	60%	7%	20	14	70%
Reading	4	Swenke	All	198	170	86%	90%	4%	159	146	92%
Reading	4	Swenke	Hispanic	46	35	76%	80%	4%	35	33	94%
Reading	4	Swenke	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Swenke	Asian	22	19	86%	90%	4%	13	12	92%
Reading	4	Swenke	African Am.	9	6	67%	80%	13%	14	11	79%
Reading	4	Swenke	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Swenke	White	108	98	91%	95%	4%	87	80	92%
Reading	4	Swenke	Two or More	12	11	92%	95%	3%	10	10	100%
Reading	4	Swenke	Eco. Dis.	20	11	55%	80%	25%	24	20	83%
Reading	4	Swenke	LEP Current	7	1	14%	25%	11%	*	*	*
Reading	4	Swenke	At-Risk	25	15	60%	80%	20%	43	31	72%
Reading	4	Swenke	SPED	14	5	36%	50%	14%	22	14	64%
Reading	5	Swenke	All	185	170	92%	95%	3%	208	202	97%
Reading	5	Swenke	Hispanic	43	40	93%	95%	2%	53	51	96%
Reading	5	Swenke	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Swenke	Asian	12	11	92%	95%	3%	20	20	100%
Reading	5	Swenke	African Am.	11	8	73%	85%	12%	9	9	100%
Reading	5	Swenke	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Swenke	White	107	99	93%	95%	2%	110	106	96%
Reading	5	Swenke	Two or More	10	10	100%	100%	0%	14	14	100%
Reading	5	Swenke	Eco. Dis.	12	10	83%	85%	2%	24	24	100%
Reading	5	Swenke	LEP Current	*	*	*	*	*	8	6	75%
Reading	5	Swenke	At-Risk	53	40	75%	85%	10%	76	70	92%
Reading	5	Swenke	SPED	26	17	65%	70%	5%	12	10	83%

Cypress-Fairbanks Independent School District  
Department of District Improvement and Accountability

**2021-22 Approaches CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Science	5	Swenke	All	185	167	90%	95%	5%	208	197	95%
Science	5	Swenke	Hispanic	42	36	86%	91%	5%	53	48	91%
Science	5	Swenke	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Swenke	Asian	12	10	83%	88%	5%	20	20	100%
Science	5	Swenke	African Am.	11	9	82%	87%	5%	9	7	78%
Science	5	Swenke	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Swenke	White	108	101	94%	98%	4%	110	106	96%
Science	5	Swenke	Two or More	10	10	100%	100%	0%	14	14	100%
Science	5	Swenke	Eco. Dis.	12	9	75%	85%	10%	24	20	83%
Science	5	Swenke	LEP Current	*	*	*	*	*	8	5	63%
Science	5	Swenke	At-Risk	53	37	70%	85%	15%	76	65	86%
Science	5	Swenke	SPED	26	17	65%	75%	10%	12	7	58%

Cypress-Fairbanks Independent School District  
Department of District Improvement and Accountability

**2021-22 Meets CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Math	4	Swenke	All	198	132	67%	77%	10%	159	106	67%
Math	4	Swenke	Hispanic	46	26	57%	67%	10%	35	17	49%
Math	4	Swenke	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Swenke	Asian	22	15	68%	75%	7%	13	9	69%
Math	4	Swenke	African Am.	9	4	44%	67%	23%	14	6	43%
Math	4	Swenke	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Swenke	White	108	80	74%	78%	4%	87	66	76%
Math	4	Swenke	Two or More	12	6	50%	60%	10%	10	8	80%
Math	4	Swenke	Eco. Dis.	20	11	55%	65%	10%	24	9	38%
Math	4	Swenke	LEP Current	7	1	14%	25%	11%	*	*	*
Math	4	Swenke	At-Risk	25	12	48%	55%	7%	43	13	30%
Math	4	Swenke	SPED	14	4	29%	35%	6%	22	10	45%
Math	5	Swenke	All	186	129	69%	79%	10%	208	168	81%
Math	5	Swenke	Hispanic	43	32	74%	79%	5%	53	38	72%
Math	5	Swenke	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Swenke	Asian	12	9	75%	79%	4%	20	19	95%
Math	5	Swenke	African Am.	11	6	55%	69%	14%	9	5	56%
Math	5	Swenke	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Swenke	White	108	72	67%	71%	4%	110	93	85%
Math	5	Swenke	Two or More	10	9	90%	95%	5%	14	12	86%
Math	5	Swenke	Eco. Dis.	12	7	58%	62%	4%	24	14	58%
Math	5	Swenke	LEP Current	*	*	*	*	*	8	4	50%
Math	5	Swenke	At-Risk	53	18	34%	39%	5%	76	43	57%
Math	5	Swenke	SPED	26	7	27%	32%	5%	12	4	33%
Reading	4	Swenke	All	198	129	65%	75%	10%	159	121	76%
Reading	4	Swenke	Hispanic	46	26	57%	67%	10%	35	20	57%
Reading	4	Swenke	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Swenke	Asian	22	16	73%	80%	7%	13	9	69%
Reading	4	Swenke	African Am.	9	4	44%	65%	21%	14	8	57%
Reading	4	Swenke	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Swenke	White	108	74	69%	79%	10%	87	74	85%
Reading	4	Swenke	Two or More	12	8	67%	77%	10%	10	10	100%
Reading	4	Swenke	Eco. Dis.	20	9	45%	65%	20%	24	13	54%
Reading	4	Swenke	LEP Current	7	1	14%	25%	11%	*	*	*
Reading	4	Swenke	At-Risk	25	10	40%	50%	10%	43	22	51%
Reading	4	Swenke	SPED	14	4	29%	40%	11%	22	11	50%

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Department of District Improvement and Accountability

**2021-22 Meets CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	5	Swenke	All	185	129	70%	80%	10%	208	175	84%
Reading	5	Swenke	Hispanic	43	27	63%	70%	7%	53	40	75%
Reading	5	Swenke	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Swenke	Asian	12	10	83%	87%	4%	20	19	95%
Reading	5	Swenke	African Am.	11	6	55%	70%	15%	9	6	67%
Reading	5	Swenke	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Swenke	White	107	77	72%	80%	8%	110	94	85%
Reading	5	Swenke	Two or More	10	7	70%	80%	10%	14	14	100%
Reading	5	Swenke	Eco. Dis.	12	6	50%	60%	10%	24	17	71%
Reading	5	Swenke	LEP Current	*	*	*	*	*	8	4	50%
Reading	5	Swenke	At-Risk	53	19	36%	40%	4%	76	50	66%
Reading	5	Swenke	SPED	26	8	31%	35%	4%	12	5	42%
Science	5	Swenke	All	185	126	68%	78%	10%	208	164	79%
Science	5	Swenke	Hispanic	42	31	74%	78%	4%	53	35	66%
Science	5	Swenke	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Swenke	Asian	12	9	75%	79%	4%	20	19	95%
Science	5	Swenke	African Am.	11	7	64%	68%	4%	9	5	56%
Science	5	Swenke	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Swenke	White	108	70	65%	68%	3%	110	93	85%
Science	5	Swenke	Two or More	10	8	80%	85%	5%	14	11	79%
Science	5	Swenke	Eco. Dis.	12	5	42%	47%	5%	24	12	50%
Science	5	Swenke	LEP Current	*	*	*	*	*	8	4	50%
Science	5	Swenke	At-Risk	53	17	32%	37%	5%	76	43	57%
Science	5	Swenke	SPED	26	7	27%	31%	4%	12	4	33%

Cypress-Fairbanks Independent School District  
Department of District Improvement and Accountability

**2021-22 Masters CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Math	3	Swenke	All	148	44	30%	35%	5%	171	63	37%
Math	3	Swenke	Hispanic	32	3	9%	13%	4%	32	7	22%
Math	3	Swenke	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Swenke	Asian	10	3	30%	35%	5%	10	5	50%
Math	3	Swenke	African Am.	13	2	15%	20%	5%	13	3	23%
Math	3	Swenke	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Swenke	White	82	33	40%	45%	5%	103	39	38%
Math	3	Swenke	Two or More	11	3	27%	31%	4%	13	9	69%
Math	3	Swenke	Eco. Dis.	15	1	7%	11%	4%	12	3	25%
Math	3	Swenke	LEP Current	*	*	*	*	*	*	*	*
Math	3	Swenke	At-Risk	35	9	26%	30%	4%	61	9	15%
Math	3	Swenke	SPED	15	1	7%	11%	4%	20	3	15%
Math	4	Swenke	All	198	94	47%	55%	8%	159	73	46%
Math	4	Swenke	Hispanic	46	17	37%	45%	8%	35	9	26%
Math	4	Swenke	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Swenke	Asian	22	12	55%	60%	5%	13	7	54%
Math	4	Swenke	African Am.	9	3	33%	45%	12%	14	2	14%
Math	4	Swenke	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Swenke	White	108	57	53%	57%	4%	87	48	55%
Math	4	Swenke	Two or More	12	4	33%	37%	4%	10	7	70%
Math	4	Swenke	Eco. Dis.	20	6	30%	34%	4%	24	5	21%
Math	4	Swenke	LEP Current	7	1	14%	18%	4%	*	*	*
Math	4	Swenke	At-Risk	25	9	36%	40%	4%	43	6	14%
Math	4	Swenke	SPED	14	3	21%	24%	3%	22	6	27%
Math	5	Swenke	All	186	93	50%	55%	5%	208	115	55%
Math	5	Swenke	Hispanic	43	21	49%	54%	5%	53	23	43%
Math	5	Swenke	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Swenke	Asian	12	8	67%	71%	4%	20	12	60%
Math	5	Swenke	African Am.	11	5	45%	50%	5%	9	4	44%
Math	5	Swenke	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Swenke	White	108	53	49%	53%	4%	110	67	61%
Math	5	Swenke	Two or More	10	5	50%	50%	0%	14	8	57%
Math	5	Swenke	Eco. Dis.	12	2	17%	21%	4%	24	10	42%
Math	5	Swenke	LEP Current	*	*	*	*	*	8	1	13%
Math	5	Swenke	At-Risk	53	11	21%	25%	4%	76	18	24%
Math	5	Swenke	SPED	26	4	15%	19%	4%	12	1	8%

Cypress-Fairbanks Independent School District  
Department of District Improvement and Accountability

**2021-22 Masters CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	3	Swenke	All	148	60	41%	51%	10%	171	100	58%
Reading	3	Swenke	Hispanic	32	8	25%	30%	5%	32	18	56%
Reading	3	Swenke	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Swenke	Asian	10	4	40%	50%	10%	10	7	70%
Reading	3	Swenke	African Am.	13	3	23%	28%	5%	13	5	38%
Reading	3	Swenke	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Swenke	White	82	40	49%	54%	5%	103	59	57%
Reading	3	Swenke	Two or More	11	5	45%	51%	6%	13	11	85%
Reading	3	Swenke	Eco. Dis.	15	2	13%	18%	5%	12	3	25%
Reading	3	Swenke	LEP Current	*	*	*	*	*	*	*	*
Reading	3	Swenke	At-Risk	35	7	20%	25%	5%	61	16	26%
Reading	3	Swenke	SPED	15	2	13%	17%	4%	20	4	20%
Reading	4	Swenke	All	198	66	33%	44%	11%	159	70	44%
Reading	4	Swenke	Hispanic	46	8	17%	22%	5%	35	8	23%
Reading	4	Swenke	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Swenke	Asian	22	12	55%	59%	4%	13	6	46%
Reading	4	Swenke	African Am.	9	3	33%	37%	4%	14	4	29%
Reading	4	Swenke	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Swenke	White	108	38	35%	40%	5%	87	47	54%
Reading	4	Swenke	Two or More	12	4	33%	40%	7%	10	5	50%
Reading	4	Swenke	Eco. Dis.	20	3	15%	20%	5%	24	2	8%
Reading	4	Swenke	LEP Current	7	0	0%	3%	3%	*	*	*
Reading	4	Swenke	At-Risk	25	6	24%	28%	4%	43	7	16%
Reading	4	Swenke	SPED	14	3	21%	25%	4%	22	8	36%
Reading	5	Swenke	All	185	98	53%	63%	10%	208	130	63%
Reading	5	Swenke	Hispanic	43	19	44%	53%	9%	53	25	47%
Reading	5	Swenke	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Swenke	Asian	12	9	75%	80%	5%	20	15	75%
Reading	5	Swenke	African Am.	11	5	45%	53%	8%	9	4	44%
Reading	5	Swenke	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Swenke	White	107	59	55%	60%	5%	110	74	67%
Reading	5	Swenke	Two or More	10	6	60%	65%	5%	14	11	79%
Reading	5	Swenke	Eco. Dis.	12	4	33%	37%	4%	24	7	29%
Reading	5	Swenke	LEP Current	*	*	*	*	*	8	2	25%
Reading	5	Swenke	At-Risk	53	15	28%	32%	4%	76	25	33%
Reading	5	Swenke	SPED	26	7	27%	31%	4%	12	3	25%

Cypress-Fairbanks Independent School District  
Department of District Improvement and Accountability

**2021-22 Masters CIP Targets**

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Science	5	Swenke	All	185	73	39%	45%	6%	208	114	55%
Science	5	Swenke	Hispanic	42	14	33%	37%	4%	53	23	43%
Science	5	Swenke	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Swenke	Asian	12	9	75%	79%	4%	20	12	60%
Science	5	Swenke	African Am.	11	2	18%	22%	4%	9	4	44%
Science	5	Swenke	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Swenke	White	108	45	42%	46%	4%	110	67	61%
Science	5	Swenke	Two or More	10	3	30%	34%	4%	14	8	57%
Science	5	Swenke	Eco. Dis.	12	3	25%	29%	4%	24	7	29%
Science	5	Swenke	LEP Current	*	*	*	*	*	8	0	0%
Science	5	Swenke	At-Risk	53	11	21%	24%	3%	76	17	22%
Science	5	Swenke	SPED	26	4	15%	19%	4%	12	3	25%



**Swenke**

## Early Childhood Literacy Board Outcome Goal

**The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 68% to 78% by June 2025.**

### Yearly Target Goals

<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
68%	70%	72%	75%	78%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		67%	63%									68%	
2022	NA	69%	65%	NA	NA	NA	NA	NA	NA	NA	NA	70%	NA
2023	NA	71%	67%	NA	NA	NA	NA	NA	NA	NA	NA	72%	NA
2024	NA	74%	70%	NA	NA	NA	NA	NA	NA	NA	NA	75%	NA
2025	NA	77%	73%	NA	NA	NA	NA	NA	NA	NA	NA	78%	NA

## Early Childhood Math Board Outcome Goal

**The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 69% to 79% by June 2025.**

### Yearly Target Goals

<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
69%	71%	73%	76%	79%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		67%	70%									70%	
2022	NA	69%	72%	NA	NA	NA	NA	NA	NA	NA	NA	72%	NA
2023	NA	71%	74%	NA	NA	NA	NA	NA	NA	NA	NA	74%	NA
2024	NA	74%	77%	NA	NA	NA	NA	NA	NA	NA	NA	77%	NA
2025	NA	77%	80%	NA	NA	NA	NA	NA	NA	NA	NA	80%	NA

# 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 (2<sup>nd</sup>-5<sup>th</sup>)
    - 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 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 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, 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 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.