

Cypress-Fairbanks Independent School District

Farney Elementary School

2022-2023



Mission Statement

Farney Elementary promotes achievement levels that reflect high expectations, positive attitudes, teamwork and respect for differences. Nurtured by staff, parents, and the community, students experience a well-balanced curriculum and a challenging learning environment. Parent involvement is valued as an avenue to ensure student success a sense of community.

Vision

This year our school theme is Together We Shine!

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Student Achievement

Student Achievement Strengths

Reading

3rd Grade-86% earned-Approaches and 82% of ED-Masters

4th Grade-87% earned-Approaches and 100% of GT-Approaches

5th Grade-85% earned-Approaches and 53% earned-Masters

Math

3rd Grade-71% of At-Risk earned-Approaches

4th Grade-87% earned-Approaches and 80% of ED-Approaches

5th Grade-86% earned Approaches and 37% ED-Masters

Science

84% Approaches and 31% of ED-Masters

Farney Elementary earned all 6 possible distinction designations.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our AA, ESL, and SpEd students consistently score lower in comparison to other target populations. **Root Cause:** RLA: Teachers need to continue helping students align systematic and explicit instruction to strengthen phonological awareness and word analysis skills. while providing opportunities for academic conversations and targeted small-group instruction.

Problem Statement 2: Math: 52% of our SpEd Students did not meet approaches in math. **Root Cause:** Math: Teachers need to plan hands-on activities that reinforce number sense, develop automaticity, and strengthen place value skills.

Problem Statement 3: Science: 44% of our AA students did not meet approaches in science. **Root Cause:** Science: Teachers need to continue to provide real-world applications and experiences to build schema and increase students' understanding of scientific principles and plan increased opportunities for hands-on labs.

Problem Statement 4: Students are beginning the 2022-23 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 Summary

School Culture and Climate Strengths

Restorative discipline continues to be implemented and practiced through the implementation of the Positive Behavior Intervention System (PBIS). Behavior Interventionist has a proactive impact in the classroom.

Security and safety continue to be enhanced with guidance from the district Emergency Operations team.

11 of 15 EPS indicators are ranked Strongly Agree/Agree at 93% or higher.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Students come to school late and leave early, therefore missing instruction. **Root Cause:** School Culture and Climate: School hours are 8:40 to 4:10 making it difficult to schedule appointments.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

We continue to provide professional development, including book studies and direct instruction in the areas of Math, Reading, and Writing with consultants on campus to build teacher capacity.

We have a positive staff culture and therefore continue to attract and retain quality staff.

Our staff is highly qualified.

We have degreed staff serving in paraprofessional positions.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff attendance continues to be lower than pre-covid. **Root Cause:** Teacher/Paraprofessional Attendance: Absences are higher due to mental and physical stress on staff.

Parent and Community Engagement

Parent and Community Engagement Strengths

Parents are engaged in our community events such as Meet the Teacher, Curriculum Nights, Farney 101, Parent Conferences, Various Volunteer opportunities, Field Day, Book Fairs, Family Fitness Nights, Reading and Math Night, Veterans Day, Wax Museum, Watch DOGS, Farney Festivities, Back to School Bash, Holiday Parties, EOY parties, 5th Grade Day, Kinder Camp, Name the Book, and PTO meetings.

We communicate with parents and families through a variety of sources, including Facebook, Instagram, Twitter, the school website, emails, School Messenger, Schoology, Class Dojo, phone calls, U.S. Mail, and Remind.

Problem Statements Identifying Parent and Community Engagement Needs










Problem Statement 1: Parent and Community Engagement: We have noticed a decrease in the number of parents attending Parent Conference Day. **Root Cause:** Parent and Community Engagement: We need to offer an assigned day to hold parent conferences like we did Pre-Covid and make it a district-wide "event."

















Goals

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum and Instruction & Accountability: By June 2023, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR Reading, Writing, Math and Science results














Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Teachers will plan daily, systematic, and explicit small group instruction based on data such as checkpoints, mClass, and MAP assessments that includes: Differentiation, targeted vocabulary, phonics, phonological awareness, word analysis instruction, fluency, and comprehension strategies with an emphasis on reporting category 3.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, AP's, IS's, Teachers and Instructional Paras</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing: Instructional staff will implement research-based strategies to increase writing fluency of short constructed responses and extended constructed responses of a variety of genres.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, AP's, IS's, Teachers and Instructional Paras</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Writing: Teachers will continue to implement editing rules as well as revising strategies in grades K-5 that are vertically aligned.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, AP's, IS's, Teachers and Instructional Paras</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Math: Teachers will plan instruction with a specific focus on number sense, using number talks, place value, and reporting categories 2 and 3.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, AP's, IS's, Teachers and Instructional Paras</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Science: Instructional staff will plan instruction that includes higher-level questioning strategies and the use of visual non-glossary emphasizing vocabulary.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, AP's, IS's, Teachers and Instructional Paras</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 25 minutes of targeted instruction each day that includes: systematic and explicit small-group instruction that targets individual student needs.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, AP's, IS's, Teachers and Instructional Paras</p>	Formative		
	Nov	Feb	May
			
<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 current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.








Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Summer Learning/Enrichment: Welcome Back Camp - Students will be given instructional materials for both math and reading to extend learning at home.</p> <p>Strategy's Expected Result/Impact: Students attending the WBC will score 70% or higher on first 9-wk report cards.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional Staffing: Core content area interventionist (ELAR/Math) in grades 3-5.</p> <p>Strategy's Expected Result/Impact: Students meeting with interventionists will show 10% increase in scores between their BOY and EOY grade-level appropriate ELAR/Math assessments.</p> <p>Staff Responsible for Monitoring: Principal, AP's, IS's.</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional Development: Consultants will provide staff development for K-5 teachers to build capacity in mathematical understanding, in providing explicit and systematic phonics instruction, and in writing short and extended responses. (Linkenhoger, Guthrie, Martin)</p> <p>Strategy's Expected Result/Impact: By June 2023, K-5 students will show an increase in scores between their BOY and EOY grade-level appropriate ELAR/Math assessments.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<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 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.











Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education: Payroll for tutoring.</p> <p>Strategy's Expected Result/Impact: By June 2023, K-5 students will show an increase in scores between their BOY and EOY grade-level appropriate ELAR/Math assessments.</p> <p>Staff Responsible for Monitoring: Principal, AP's, IS's.</p>	Formative		
	Nov	Feb	May
			
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Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the 2022-23 school year, 100% of the district's safety policies will be implemented.








Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Staff and students will implement/follow all safety guidelines and PBIS matrices. Strategy's Expected Result/Impact: Students and staff feel safe in a warm and positive environment conducive to student learning. Staff Responsible for Monitoring: Principal, AP's, IS's, Counselors, Teachers, BI, and Support Staff</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: EOP TEAM and Campus Secretary</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 2: Student Attendance: By the end of the 2022-23 school year, student attendance will be at 95% or higher.













Evaluation Data Sources: Student attendance records








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Teachers will monitor student attendance and contact parents when students are absent two or more days.</p> <p>Strategy's Expected Result/Impact: Student attendance will be at 95% or above.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Registrar</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 3: Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 2%.

Evaluation Data Sources: Discipline reports








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Continue to implement and reinforce our SOAR matrix. Strategy's Expected Result/Impact: Discipline referrals will be decreased by 2%. Staff Responsible for Monitoring: Principal, AP's, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In-School Suspensions: We will use coaching from the BI, behavior contracts, social skills lessons, and PBIS matrices to reduce discipline referrals. Strategy's Expected Result/Impact: In-School Suspensions will be reduced. Staff Responsible for Monitoring: Principal, AP's, BI, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: We will use, coaching from the BI, behavior contracts, social skills lessons, and PBIS matrices to reduce discipline referrals. Strategy's Expected Result/Impact: Out-of-School Suspensions will be reduced. Staff Responsible for Monitoring: Principal, AP's, BI, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: We will use coaching from the BI, behavior contracts, social skills lessons, and PBIS matrices to reduce discipline referrals. Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements will continue to be 0%. Staff Responsible for Monitoring: Principal, AP's, BI, Teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: We will use coaching from the BI, behavior contracts, social skills lessons, and PBIS matrices to reduce discipline referrals.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal, AP's, BI, Counselors, and Teachers</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 2022-23 school year, teacher/paraprofessional attendance will increase by 2%.








Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: The campus will provide an attendance incentive every nine weeks for all staff members who have perfect attendance.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%.</p> <p>Staff Responsible for Monitoring: Principal, School Secretary</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 2022-23 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>Strategy 1: High-Quality Professional Development: Targeted professional development will be offered at the district and campus level through CFPGS. Additionally, the campus will provide opportunities for staff to participate in content book studies and on-campus professional development in the area of Math (Linkenhoger), Writing (Martin), and Reading (Guthrie).</p> <p>Strategy's Expected Result/Impact: Targeted small group instruction based on increased instructional strategies.</p> <p>Staff Responsible for Monitoring: Principal, AP's, Staff Development Liaison, Teachers</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the 2022-23 school year, parent and family engagement will increase by 3%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Parents will participate in Meet the Teacher, Conferences, Curriculum Night, Watch Dog, and various other volunteer opportunities.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 3%.</p> <p>Staff Responsible for Monitoring: Principal, AP's, IS's, Counselors, Teachers</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2022-2023 CPOC

Committee Role	Name	Position
Principal	Patricia Reilly	Principal
Classroom Teacher	Page Kuykendall	Teacher #1
Classroom Teacher	Dana Leasure	Teacher #2
Classroom Teacher	Tammy Filkins	Teacher #3
Classroom Teacher	Kristen Moore	Teacher #4
Classroom Teacher	Kimberly Gonzalez	Teacher #5
Classroom Teacher	Amy Abramowitz	Teacher #6
Classroom Teacher	Courtney Bennett	Teacher #7
Classroom Teacher	Carolyn Schmitzer	Teacher #8
Non-classroom Professional	Tresa Rogers	Other School Leader #1
Non-classroom Professional	Stephanie Spangler	Other School Leader #2
Non-classroom Professional	Dianna Passmore	Other School Leader #3
Non-classroom Professional	Cynthia DeNard	Other School Leader #4
District-level Professional	Hollie Sailors	Administrator (LEA) #1
Parent	Dana Bahn	Parent #1
Parent	Chelsea Clifton	parent #2
Community Representative	Jan Derr	Community Resident #1
Community Representative	Corma Sisk	Community Resident #2
Business Representative	Dayle Vandergriff	Business Representative #1
Business Representative	Brad Thompson	Business Representative #2

Addendums

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

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				2022	#	%			#	%			#	%		
				#	#	%	#	%	#	%						
Reading	3	Farney	White	47	44	94%	95%	91%	36	77%	80%	69%	28	60%	62%	29%
Reading	3	Farney	Two or More	*	*	*	*	88%	*	*	*	88%	*	*	*	*
Reading	3	Farney	Eco. Dis.	68	56	82%	84%	72%	46	68%	70%	43%	25	37%	39%	18%
Reading	3	Farney	Emergent Bilingual	24	17	71%	73%	65%	11	46%	48%	59%	4	17%	19%	29%
Reading	3	Farney	At-Risk	69	52	75%	77%	64%	39	57%	59%	48%	16	23%	25%	20%
Reading	3	Farney	SPED	18	13	72%	74%	44%	10	56%	58%	31%	3	17%	19%	*
Reading	4	Farney	All	150	131	87%	90%	83%	107	71%	73%	58%	72	48%	50%	38%
Reading	4	Farney	Hispanic	46	38	83%	85%	88%	27	59%	62%	57%	17	37%	39%	38%
Reading	4	Farney	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Farney	Asian	15	14	93%	95%	75%	14	93%	95%	69%	11	73%	76%	56%
Reading	4	Farney	African Am.	16	12	75%	77%	71%	11	69%	72%	41%	7	44%	46%	29%
Reading	4	Farney	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Farney	White	64	60	94%	96%	85%	50	78%	80%	61%	34	53%	55%	35%
Reading	4	Farney	Two or More	8	6	75%	77%	83%	4	50%	53%	*	3	38%	40%	*
Reading	4	Farney	Eco. Dis.	70	54	77%	80%	84%	39	56%	59%	51%	21	30%	32%	30%
Reading	4	Farney	Emergent Bilingual	21	16	76%	78%	72%	7	33%	36%	28%	4	19%	21%	*
Reading	4	Farney	At-Risk	69	53	77%	79%	70%	36	52%	55%	35%	21	30%	32%	22%
Reading	4	Farney	SPED	14	7	50%	55%	56%	6	43%	45%	*	2	14%	16%	*
Reading	5	Farney	All	173	147	85%	90%	89%	125	72%	75%	70%	91	53%	55%	38%
Reading	5	Farney	Hispanic	60	50	83%	85%	84%	41	68%	70%	52%	26	43%	45%	27%
Reading	5	Farney	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Farney	Asian	24	21	88%	90%	94%	20	83%	85%	89%	18	75%	77%	67%
Reading	5	Farney	African Am.	16	11	69%	72%	80%	9	56%	59%	60%	8	50%	52%	40%
Reading	5	Farney	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Farney	White	72	64	89%	91%	95%	54	75%	77%	86%	39	54%	56%	41%
Reading	5	Farney	Two or More	*	*	*	*	83%	*	*	*	*	*	*	*	*
Reading	5	Farney	Eco. Dis.	75	59	79%	81%	83%	50	67%	70%	61%	37	49%	51%	28%
Reading	5	Farney	Emergent Bilingual	15	9	60%	62%	84%	6	40%	43%	44%	5	33%	35%	20%
Reading	5	Farney	At-Risk	102	80	78%	80%	77%	63	62%	65%	51%	38	37%	39%	23%
Reading	5	Farney	SPED	21	9	43%	50%	53%	6	29%	32%	33%	3	14%	16%	*
Science	5	Farney	All	173	146	84%	90%	83%	110	64%	68%	58%	61	35%	37%	32%
Science	5	Farney	Hispanic	60	50	83%	85%	70%	36	60%	62%	45%	18	30%	32%	21%
Science	5	Farney	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Farney	Asian	24	21	88%	90%	94%	19	79%	82%	94%	12	50%	52%	50%
Science	5	Farney	African Am.	16	9	56%	60%	65%	7	44%	46%	30%	3	19%	21%	*
Science	5	Farney	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Farney	White	72	65	90%	92%	97%	47	65%	67%	67%	28	39%	41%	42%
Science	5	Farney	Two or More	*	*	*	*	100%	*	*	*	*	*	*	*	*
Science	5	Farney	Eco. Dis.	75	58	77%	80%	76%	47	63%	65%	43%	23	31%	32%	22%
Science	5	Farney	Emergent Bilingual	15	9	60%	62%	80%	5	33%	35%	36%	0	0%	2%	*
Science	5	Farney	At-Risk	102	78	76%	78%	70%	50	49%	52%	35%	23	23%	25%	14%
Science	5	Farney	SPED	21	10	48%	50%	60%	6	29%	32%	*	3	14%	16%	*

Early Childhood Literacy Board Outcome Goal

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

		FARNEY	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)	
		Reading		All	Target and Actual Rate	55%	60%	57%	70%	59%
Total Number Meets or Higher					82		92			
Total Number Tested					137		131			
Points away from or above target					+5		+13			
Difference from Prior Year							+10			
Growth from Prior Year							17%			
Hispanic	Target and Actual Rate			44%	52%	46%	67%	48%	51%	54%
	Total Number Meets or Higher				23		38			
	Total Number Tested				44		57			
	Points away from or above target				+8		+21			
	Difference from Prior Year						+15			
	Growth from Prior Year						29%			
White	Target and Actual Rate			59%	66%	61%	78%	63%	66%	69%
	Total Number Meets or Higher				38		35			
	Total Number Tested				58		45			
	Points away from or above target				+7		+17			
	Difference from Prior Year						+12			
	Growth from Prior Year						18%			
Eco. Disadv.	Target and Actual Rate			40%	47%	42%	68%	44%	47%	50%
	Total Number Meets or Higher				28		44			
	Total Number Tested		59		65					
	Points away from or above target		+7		+26					
	Difference from Prior Year				+21					
	Growth from Prior Year				45%					
EL (Current & Monitored)	Target and Actual Rate	50%	57%	52%	60%	54%	57%	60%		
	Total Number Meets or Higher		16		18					
	Total Number Tested		28		30					
	Points away from or above target		+7		+8					
	Difference from Prior Year				+3					
	Growth from Prior Year				5%					
Cont. Enrolled	Target and Actual Rate	55%	60%	57%	73%	59%	62%	65%		
	Total Number Meets or Higher		71		81					
	Total Number Tested		119		111					
	Points away from or above target		+5		+16					
	Difference from Prior Year				+13					
	Growth from Prior Year				22%					

Early Childhood Math Board Outcome Goal

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

FARNEY		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)	
		Math	All	Target and Actual Rate	63%	51%	65%	56%	67%
Total Number Meets or Higher				70		73			
Total Number Tested				137		131			
Points away from or above target				-12		-9			
Difference from Prior Year						+5			
Growth from Prior Year						10%			
Hispanic	Target and Actual Rate		51%	39%	53%	46%	55%	58%	61%
	Total Number Meets or Higher			17		26			
	Total Number Tested			44		57			
	Points away from or above target			-12		-7			
	Difference from Prior Year					+7			
	Growth from Prior Year					18%			
White	Target and Actual Rate		65%	55%	67%	67%	69%	72%	75%
	Total Number Meets or Higher			32		30			
	Total Number Tested			58		45			
	Points away from or above target			-10		0			
	Difference from Prior Year					+12			
	Growth from Prior Year					22%			
Eco. Disadv.	Target and Actual Rate		49%	37%	51%	46%	53%	56%	59%
	Total Number Meets or Higher			22		30			
	Total Number Tested			59		65			
	Points away from or above target			-12		-5			
	Difference from Prior Year					+9			
	Growth from Prior Year					24%			
EL (Current & Monitored)	Target and Actual Rate	65%	68%	67%	57%	69%	72%	75%	
	Total Number Meets or Higher		19		17				
	Total Number Tested		28		30				
	Points away from or above target		+3		-10				
	Difference from Prior Year				-11				
	Growth from Prior Year				-16%				
Cont. Enrolled	Target and Actual Rate	64%	54%	66%	53%	68%	71%	74%	
	Total Number Meets or Higher		64		59				
	Total Number Tested		119		111				
	Points away from or above target		-10		-13				
	Difference from Prior Year				-1				
	Growth from Prior Year				-2%				

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Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule that contains all components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice from among varied genres and reading levels during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use the *Continuum of Literacy Learning* and District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and reading and writing workshop.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Communicate and share conclusions using digital tools such as Google Suite, Flipgrid, WeVideo etc.
 - Incorporate the use of digital tools such as:
 - Google Suite
 - Scholastic Literacy Pro
 - Scholastic Storyworks (2nd-5th)
 - Amplify Reading
 - Amira Suite
 - HMH Suite
 - Library Resources
 - Schoology
 - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
 - Utilized only after explicit and systematic instruction of literacy processes has occurred and not in place of first instruction

Mathematics

- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using Number Talks, Math Talks, CFISD Fact Fluency Plan, and other content conversation routines.
 - “Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently.” NRC (2001)
 - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including “what do you notice/wonder” and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use the rule of thumb of a weekly average use of the following:
 - 55% paper resource, 35% digital resource, 10% flex
 - Use Chromebook devices to engage in digital creation and collaboration
 - Incorporate the use of digital tools such as ST Math, Gizmos, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
 - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
 - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.
 - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

Science

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

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

Elementary Physical Education/Health (K-5)

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize the resources available to teachers including the CFISD Elementary PE Required Skills Units; Focused Fitness resources (digital); SPARK (digital); CATCH materials; and, Health Curriculum Videos.
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K- 5)

- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom rhythm and Orff instruments
- Create lessons and utilize activities that develop understanding of the elements of music such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize the resources available to teachers, including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards
- Use 1:1 technology as a resource for self-exploration of topics and careers in music
- Encourage students to connect learning in music with other areas of knowledge such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

Visual Arts (K–5)

- Model and teach artistic thinking – which means prompting curiosity and asking questions to develop ideas.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skills and techniques (not solutions).
- Explore careers associated with visual culture.
- Reflect on teaching practices to enhance professional development.
- Utilize the resources available to teachers including the CFISD adopted instructional materials, 1:1 technology, CFISD Benchmarks and CFISD Curriculum Standards.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including the Houston Rodeo School Art Contest, and the Texas Elementary Art Meet (TEAM contest).
- Participate in activities and events that promote school and community involvement, such as campus and districtwide art exhibits.