Cypress-Fairbanks Independent School District

Rennell Elementary School

2022-2023

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Student Achievement

Student Achievement Strengths

Rennell students and staff worked hard throughout the 2020-21 school year to eliminate gaps in learning due to the pandemic and keep students on track to make at least one year of progress in each subject area. The 2021 STAAR assessments showed many strengths such as 3rd grade Reading at 90% approaches, 5th grade reading at 91% approaches, and 5th grade Math at 91% approaches. Additionally, on the 3rd grade Reading test, 40% of students scored at the Master's level which is 5% higher than pre-COVID in 2019 and 63% of 3rd grade students scored at the Meets level which is 10% higher than in 2019. Our 5th grade students scored at the Master's level for both Reading and Math (52% Reading, 52% Math). Our biggest areas of focus are 4th grade Math and 4th grade Reading which both scored 81% of students at the approaches level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: LEP students are not performing at the same rate as our other student groups. **Root Cause:** RLA: There is not enough differentiation being offered to bridge experience and language gaps.

Problem Statement 2: Math: Our African American students are performing lower than other students groups. **Root Cause:** Math: Instruction needs to be more individualized and personalized for targeted student needs.

Problem Statement 3: Science: Our Economically Disadvantaged students are not scoring as high as other student groups at the Meets and Masters levels. **Root Cause:** Science: We need to provide more real-world application and experience with Science concepts.

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 Strengths

Rennell students are polite and behave in a manner that upholds our school rules. Office referrals remained extremely low throughout the year. We believe this is a direct result of our consistent, school-wide implementation of PBIS on our campus. Teachers do an outstanding job of teaching and reteaching expectation and reinforcing our school-wide rules with specific, positive praise. Rennell staff have been trained in what to do in the event of emergencies and do an outstanding job of stopping visitors to the building to check IDs and escort guests to sign in when needed. Safety is a priority on our campus. Staff and student presence continues to be reinforced with an emphasis placed on decreased absences when well. We are so proud that Rennell has a reputation across the district as being a positive, welcoming environment.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Students leave early frequently and miss school at the end of the day.   **Root Cause:** School Culture and Climate: We need to encourage all students to remain in class throughout the entire day.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

All teachers on our campus are highly qualified.

Our staff retention rate is above average.

Out staff is very diverse and closely aligns to our student population.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Although staff attendance is high, we would like to see an increase in staff attendance, especially on Fridays. **Root Cause:** Teacher/Paraprofessional Attendance: We need to encourage staff to be in class each day unless absolutely necessary.

Parent and Community Engagement

Parent and Community Engagement Strengths

Parents and community members are actively involved on our campus through parent volunteer opportunities, bus buddies, grade level events, mentors for students, spirit nights in the community, the Watch DOGS program, and a variety of other parent and community involvement opportunities. The school sends a weekly newsletter that has a translation feature so all can access the information easily each week.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parents do not understand how the curriculum is taught.   **Root Cause:** Parent and Community Engagement: We need to help parents understand how their children are being taught.

Goals

Revised/Approved: September 15, 2022

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, Math and Science results

Strategy 1 Details	Formative Reviews		

Strategy 1: RLA: Data from adaptive practice software, checkpoints, and assessments will be used to provide differentiated and targeted small group instruction during the school day.
 	
Additionally, a writing consultant will work with 2nd-5th grade teachers to provide research-proven strategies to improve writing and revising and editing.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, Assistant Principals, ISs, Teachers
	Formative		

	Nov	**Feb**	**May**
	60%	70%	90%

Strategy 2 Details	Formative Reviews		

Strategy 2: Math: Our staff will commit to plan meaningful, real-world, hands-on activities in order to provide all sub-populations, including special education, LEP, and RtI students relevance in daily math instruction.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, Assistant Principals, ISs, Teachers
	Formative		

	Nov	**Feb**	**May**
	65%	75%	95%

Strategy 3 Details	Formative Reviews		

Strategy 3: Science: Mandatory hands-on labs built into science class schedules in grades 2-5.
 	
Additionally, a Garden Consultant will provide hands-on experiences monthly for our 3rd grade students in the Rennell garden and will provide at least one lesson for all other grade levels in the Rennell garden directly aligned to our TEKS.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, Assistant Principals, ISs, Teachers
	Formative		

	Nov	**Feb**	**May**
	55%	75%	95%

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	90%	60%	90%

Strategy 5 Details	**Formative Reviews**		
Strategy 5: 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 small group instruction targeted at specific needs of students.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, Assistant Principals, ISs, Teachers, paraprofessionals	55%	70%	95%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

    Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: Redhawk Camp - Tutoring programs led by Instructional Specialists and temporary workers to close gaps in learning in small group instruction based on student data.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students attending Redhawk Camps in Fall of 2022 will increase their scores on their grade level math checkpoints by 10 points from the first checkpoint given compared to a checkpoint toward the end or after Redhawk Camps end. **Staff Responsible for Monitoring:** Principal	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Extended Instructional Time: Provide extended instructional time to close the gaps created by COVID-19.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students receiving the RISE intervention provided by the contract worker during the 2022-23 school year will increase their reading level by at least 4 levels from the beginning of year to the end of the year. **Staff Responsible for Monitoring:** Principal	100%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Staffing: Core content area specialist (primary)	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: By the end of the 2022-23 school year, 90% or more of students in all grade levels will be performing at approaches (or passing in the lower grades) on all STAAR or EOY Benchmark assessments because of the added interventions provided by both ISs and the Primary Core Content Specialist. **Staff Responsible for Monitoring:** Principal	70%	80%	95%

Strategy 4 Details	Formative Reviews		
Strategy 4: Professional Development: Hire differentiation and blended learning consultant Marcia Kish to train staff.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: As a result of Marcia Kish training and coaching on differentiation, by the end of the 2022-23 school year, 90% or more of students Kindergarten through 5th grade will be performing at approaches (or passing in K-2) on all STAAR or EOY Benchmark assessments. **Staff Responsible for Monitoring:** Principal	70%	80%	95%

0% No Progress	100% Accomplished	→ Continue/Modify ✕ Discontinue

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

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

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

    Summative Evaluation: Met Objective

    Next Year's Recommendation: Continue to train staff on safety measures and practice with drills.

Strategy 1 Details	Formative Reviews		

Strategy 1: Campus Safety: Train staff, students, and parents on our safety practices such as drills, check-in and check-out procedures, car rider line procedures, emergency procedures, etc. so that we continue to maintain a high level of safety and security and are prepared in the event of an emergency.
 	
    Strategy's Expected Result/Impact: By the end of the 2022-23 school year, multiple lessons on safety will be taught in the classrooms, safety information will be shared with families, information on drills will be shared with families, there will be ongoing safety training with staff at staff meetings throughout the year to keep information at the forefront of all of our minds resulting in a consistently safe and secured learning environment.
 	
    Staff Responsible for Monitoring: Principal, Assistant Principals, ISs, Teachers
	Formative		

	Nov	**Feb**	**May**
	40%	85%	100%

Strategy 2 Details	Formative Reviews		

Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.
 	
    Strategy's Expected Result/Impact: By the end of the 2022-23 school year, 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines resulting in students, staff, and families feeling prepared if an emergency situation was to arise on campus.
 	
    Staff Responsible for Monitoring: Principal, EOP Representative
	Formative		

	Nov	**Feb**	**May**
	100%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 2: Student Attendance: By the end of the 2022-23 school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Student Attendance: The school will communicate the importance of attendance and/or attendance facts/benefits when students are well at least once per nine weeks to the parents through various communication channels including the school newsletters, email, and social media.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: By the end of the 2022-23 school year, student attendance will be at or exceed 97%. **Staff Responsible for Monitoring:** Principal, registrar	50%	75%	90%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 3: Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 1%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue to ensure there is time allotted to hold class meetings to explicitly teach and reinforce behavior expectations.

Strategy 1 Details	Formative Reviews		

Strategy 1: Restorative Discipline: We will hold class meetings each week to teach and reinforce campus expectations, set behavior goals as a class, team build, and work through problems as a class. Additionally, district character lessons will be taught and reinforced.
    Strategy's Expected Result/Impact: By the end of the 2022-23 school year, discipline referrals will decrease by 1%.
    Staff Responsible for Monitoring: Teachers, ISs, APs, Principal
	Formative		

	Nov	Feb	May
	75%	75%	100%

Strategy 2 Details	Formative Reviews		

Strategy 2: In School Suspensions: We will work to continue to keep In School Suspensions for SPED African American students at 0% by continuing to actively teach and reinforce our PBIS matrix.
    Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will continue to be 0%
    Staff Responsible for Monitoring: Teachers, ISs, APs, Principal
	Formative		

	Nov	Feb	May
	75%	50%	100%

Strategy 3 Details	Formative Reviews		

Strategy 3: Out of School Suspensions: We will reduce our most problematic incident - inappropriate physical contact - by continuing to emphasize and reinforce our school-wide rule of "HFO2Self" which stands for Hands, Feet, and Objects to Self.
    Strategy's Expected Result/Impact: Out of school suspensions will continue to be 0%.
    Staff Responsible for Monitoring: Teachers, APs, Principal
	Formative		

	Nov	Feb	May
	50%	100%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Special Opportunity School (SOS) Placements: Assistant Principals will continue to reinforce training on Restorative Practice techniques and brainstorm natural consequences and replacement behaviors for specific student needs. Teachers and APS will work to reteach appropriate school behaviors and keep students in class and on our campus.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%. **Staff Responsible for Monitoring:** Teachers, APs, Principal	100%	100%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Violence Prevention: Assistant Principals will continue to reinforce training on Restorative Practice techniques and brainstorm natural consequences and replacement behaviors for specific student needs. Teachers and APS will work to reteach appropriate school behaviors and keep students in class and on our campus.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Violent incidents will continue to be 0%. **Staff Responsible for Monitoring:** Teachers, APs, Principal	75%	90%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2022-23 school year, teacher/paraprofessional attendance will increase by 1%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We will share the importance of teacher attendance at multiple staff meetings and celebrate with the entire staff each time we have 100% staff attendance.	**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** APs, Principal	**Nov**	**Feb**	**May**
	75%	90%	95%
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2022-23 school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Teachers really enjoyed #EachOneTeachOne sessions as well as Writing Consultant. We are planning to add a phonics consultant for next year to bolster our Science of Teacher Reading Learning.

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: #EachOneTeachOne on-campus professional development where teacher leaders teach others and teachers self-select what they need to learn - happening twice per semester. Redhawk Reflection staff blog - staff members take turns sharing best practices in our weekly staff blog. CFISD's Digital Learning Conference, Writing Consultant for 2-5 and Blended Learning/ Differentiation Consultant for all teachers.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Application should be seen in teacher practice, lesson plans, and technology implementation in the classroom. **Staff Responsible for Monitoring:** Teachers, ISs, APs, Principal	100%	100%	100%
0% No Progress　　100% Accomplished　　→ Continue/Modify　　✗ Discontinue			

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 1%.

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

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to offer multiple options for parents to meet as many parent needs as possible. Consider "read-only" versions or summaries of some events.

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: We will continue to send more information out in video/digital formats in addition to offering face-to-face events to allow parents to watch/participate asynchronously or from home rather than requiring parents to come to the school for a one time only event.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 1%. **Staff Responsible for Monitoring:** Teachers, ISs, APs, Principal	75%	90%	100%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

2022-2023 CPOC

Committee Role	Name	Position
Administrator	Meredith Akers	Principal
Administrator	Rebecca Hignight	Assistant Principal
Administrator	Molly Swanson	Assistant Principal
Counselor	Cherise Garcia	Counselor
Counselor	AnnDrea Searby	Counselor
Non-classroom Professional	Kelsey French	Instructional Specialist
Non-classroom Professional	Carmen Walker	Instructional Specialist
Non-classroom Professional	Brandi Mendoza	Testing Coordinator
Non-classroom Professional	Lacy Fowler	Librarian
Classroom Teacher	Lisa Brenner	Special Ed Teacher
Classroom Teacher	Jamie Grein	PreK
Classroom Teacher	Brittany Laurell	Kindergarten
Classroom Teacher	Emily Voigt	1st Grade
Classroom Teacher	Ashlee Devereaux	2nd Grade
Classroom Teacher	Kial Rockaway	3rd Grade
Classroom Teacher	Melissa Easterly	4th Grade
Classroom Teacher	Abby Phariss	5th Grade
Classroom Teacher	Darrell Sheppard	Large Group
District-level Professional	Robin Wishoski	District Representative
Community Representative	Tracy Roberson	Community Resident
Community Representative	Randi Koopmans	Community Resident
Business Representative	Marti Owens	Business Representative
Business Representative	Stephanie Fantasia	Business Representative
Parent	Kelli Smith	Parent
Parent	Courtnie Kaminski	Parent

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 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Math	3	Rennell	All	190	168	88%	90%	89%	130	68%	69%	65%	72	38%	39%	34%
Math	3	Rennell	Hispanic	48	36	75%	80%	85%	26	54%	55%	58%	14	29%	30%	23%
Math	3	Rennell	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Rennell	Asian	45	43	96%	97%	100%	36	80%	81%	85%	25	56%	57%	62%
Math	3	Rennell	African Am.	24	20	83%	85%	89%	11	46%	56%	53%	5	21%	30%	*
Math	3	Rennell	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Rennell	White	69	65	94%	96%	83%	53	77%	78%	63%	27	39%	40%	31%
Math	3	Rennell	Two or More	*	*	*	*	80%	*	*	*	40%	*	*	*	*
Math	3	Rennell	Eco. Dis.	44	34	77%	80%	81%	25	57%	60%	41%	11	25%	26%	22%
Math	3	Rennell	Emergent Bilingual	22	16	73%	80%	85%	12	55%	60%	60%	4	18%	19%	25%
Math	3	Rennell	At-Risk	69	51	74%	80%	80%	32	46%	50%	56%	16	23%	24%	22%
Math	3	Rennell	SPED	16	10	63%	70%	64%	7	44%	45%	41%	3	19%	20%	*
Math	4	Rennell	All	196	159	81%	90%	84%	103	53%	54%	66%	50	26%	27%	36%
Math	4	Rennell	Hispanic	48	38	79%	80%	61%	18	38%	39%	43%	8	17%	18%	17%
Math	4	Rennell	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Rennell	Asian	52	48	92%	93%	96%	37	71%	72%	83%	24	46%	47%	47%
Math	4	Rennell	African Am.	24	17	71%	80%	75%	9	38%	45%	50%	4	17%	18%	25%
Math	4	Rennell	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Rennell	White	65	52	80%	85%	93%	35	54%	55%	73%	12	18%	19%	44%
Math	4	Rennell	Two or More	5	3	60%	70%	*	3	60%	61%	*	2	40%	41%	*
Math	4	Rennell	Eco. Dis.	32	23	72%	80%	73%	13	41%	42%	53%	5	16%	17%	20%
Math	4	Rennell	Emergent Bilingual	21	12	57%	67%	74%	6	29%	30%	59%	2	10%	11%	22%
Math	4	Rennell	At-Risk	75	47	63%	73%	67%	25	33%	34%	42%	15	20%	21%	15%
Math	4	Rennell	SPED	12	4	33%	43%	50%	1	8%	18%	50%	1	8%	10%	*
Math	5	Rennell	All	189	174	92%	93%	93%	143	76%	77%	76%	91	48%	49%	45%
Math	5	Rennell	Hispanic	52	45	87%	8800%	88%	32	62%	63%	63%	18	35%	36%	41%
Math	5	Rennell	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Rennell	Asian	42	42	100%	100%	100%	40	95%	95%	87%	30	71%	72%	70%
Math	5	Rennell	African Am.	19	16	84%	85%	100%	12	63%	70%	80%	3	16%	26%	28%
Math	5	Rennell	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Rennell	White	66	63	95%	96%	91%	53	80%	81%	77%	34	52%	52%	36%
Math	5	Rennell	Two or More	10	8	80%	82%	*	6	60%	70%	*	6	60%	60%	*
Math	5	Rennell	Eco. Dis.	42	31	74%	76%	86%	21	50%	51%	64%	9	21%	22%	32%
Math	5	Rennell	Emergent Bilingual	16	13	81%	83%	82%	7	44%	45%	50%	4	25%	26%	36%
Math	5	Rennell	At-Risk	98	85	87%	90%	87%	60	61%	62%	51%	29	30%	31%	29%
Math	5	Rennell	SPED	6	4	67%	70%	55%	0	0%	10%	*	0	0%	10%	*
Reading	3	Rennell	All	190	176	93%	94%	91%	147	77%	77%	74%	104	55%	55%	40%
Reading	3	Rennell	Hispanic	48	42	88%	89%	85%	30	63%	64%	67%	23	48%	49%	25%
Reading	3	Rennell	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Rennell	Asian	45	42	93%	94%	95%	36	80%	80%	86%	26	58%	59%	61%
Reading	3	Rennell	African Am.	24	23	96%	96%	95%	18	75%	76%	68%	13	54%	55%	26%
Reading	3	Rennell	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*

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 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Reading	3	Rennell	White	69	65	94%	94%	89%	59	86%	86%	73%	40	58%	59%	41%
Reading	3	Rennell	Two or More	*	*	*	*	93%	*	*	*	67%	*	*	*	*
Reading	3	Rennell	Eco. Dis.	44	40	91%	91%	89%	31	70%	71%	58%	21	48%	49%	21%
Reading	3	Rennell	Emergent Bilingual	22	17	77%	80%	75%	11	50%	51%	45%	3	14%	24%	*
Reading	3	Rennell	At-Risk	69	56	81%	82%	74%	37	54%	55%	52%	17	25%	26%	20%
Reading	3	Rennell	SPED	16	12	75%	76%	64%	7	44%	45%	41%	5	31%	32%	*
Reading	4	Rennell	All	196	176	90%	91%	93%	146	74%	75%	75%	98	50%	50%	41%
Reading	4	Rennell	Hispanic	48	38	79%	80%	83%	31	65%	66%	48%	17	35%	36%	26%
Reading	4	Rennell	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Rennell	Asian	52	50	96%	96%	96%	46	88%	88%	77%	32	62%	62%	53%
Reading	4	Rennell	African Am.	24	23	96%	96%	92%	19	79%	79%	75%	14	58%	58%	33%
Reading	4	Rennell	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Rennell	White	65	58	89%	90%	99%	45	69%	70%	89%	31	48%	49%	45%
Reading	4	Rennell	Two or More	5	5	100%	100%	*	3	60%	61%	*	2	40%	41%	*
Reading	4	Rennell	Eco. Dis.	32	27	84%	85%	83%	22	69%	70%	60%	13	41%	42%	25%
Reading	4	Rennell	Emergent Bilingual	21	16	76%	77%	81%	11	52%	53%	41%	5	24%	25%	22%
Reading	4	Rennell	At-Risk	75	63	84%	85%	80%	42	56%	57%	47%	22	29%	30%	20%
Reading	4	Rennell	SPED	12	6	50%	51%	90%	3	25%	35%	60%	3	25%	30%	*
Reading	5	Rennell	All	189	179	95%	95%	91%	152	80%	80%	79%	118	62%	62%	55%
Reading	5	Rennell	Hispanic	52	48	92%	93%	88%	38	73%	74%	76%	26	50%	50%	49%
Reading	5	Rennell	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Rennell	Asian	42	42	100%	100%	96%	37	88%	88%	85%	30	71%	71%	69%
Reading	5	Rennell	African Am.	19	15	79%	80%	96%	11	58%	59%	84%	8	42%	52%	56%
Reading	5	Rennell	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Rennell	White	66	65	98%	98%	88%	58	88%	88%	75%	47	71%	71%	51%
Reading	5	Rennell	Two or More	10	9	90%	91%	*	8	80%	80%	*	7	70%	70%	*
Reading	5	Rennell	Eco. Dis.	42	34	81%	82%	93%	24	57%	58%	68%	16	38%	39%	50%
Reading	5	Rennell	Emergent Bilingual	16	13	81%	82%	75%	9	56%	57%	57%	5	31%	32%	25%
Reading	5	Rennell	At-Risk	98	89	91%	92%	82%	65	66%	67%	60%	42	43%	44%	30%
Reading	5	Rennell	SPED	6	4	67%	68%	45%	1	17%	25%	*	0	0%	10%	*
Science	5	Rennell	All	189	176	93%	94%	85%	126	67%	68%	64%	66	35%	36%	32%
Science	5	Rennell	Hispanic	52	46	88%	89%	78%	26	50%	51%	51%	11	21%	22%	22%
Science	5	Rennell	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Rennell	Asian	42	41	98%	98%	94%	35	83%	83%	76%	21	50%	51%	44%
Science	5	Rennell	African Am.	19	14	74%	75%	80%	9	47%	57%	60%	2	11%	21%	28%
Science	5	Rennell	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Rennell	White	66	66	100%	100%	88%	49	74%	75%	68%	28	42%	43%	32%
Science	5	Rennell	Two or More	10	9	90%	91%	*	7	70%	71%	*	4	40%	41%	*
Science	5	Rennell	Eco. Dis.	42	32	76%	77%	75%	18	43%	44%	54%	3	7%	10%	18%
Science	5	Rennell	Emergent Bilingual	16	13	81%	82%	64%	5	31%	32%	32%	1	6%	10%	18%
Science	5	Rennell	At-Risk	98	88	90%	91%	69%	49	50%	51%	40%	16	16%	20%	16%
Science	5	Rennell	SPED	6	4	67%	68%	55%	0	0%	10%	*	0	0%	10%	*

Early Childhood Literacy Board Outcome Goal

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

Reading		RENNELL	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
	All	Target and Actual Rate	53%	63%	55%	78%	57%	60%	63%
		Total Number Meets or Higher		105		143			
		Total Number Tested		167		184			
		Points away from or above target		+10		+23			
		Difference from Prior Year				+15			
		Growth from Prior Year				24%			
	Hispanic	Target and Actual Rate	47%	61%	49%	64%	51%	54%	57%
		Total Number Meets or Higher		25		32			
		Total Number Tested		41		50			
		Points away from or above target		+14		+15			
		Difference from Prior Year				+3			
		Growth from Prior Year				5%			
	White	Target and Actual Rate	44%	60%	46%	86%	48%	51%	54%
		Total Number Meets or Higher		34		56			
		Total Number Tested		57		65			
		Points away from or above target		+16		+40			
		Difference from Prior Year				+26			
		Growth from Prior Year				43%			
	Asian	Target and Actual Rate	75%	70%	77%	79%	79%	82%	85%
		Total Number Meets or Higher		30		34			
		Total Number Tested		43		43			
		Points away from or above target		-5		+2			
		Difference from Prior Year				+9			
		Growth from Prior Year				13%			
	Eco. Disadv.	Target and Actual Rate	41%	35%	43%	71%	45%	48%	51%
		Total Number Meets or Higher		8		30			
		Total Number Tested		23		42			
		Points away from or above target		-6		+28			
		Difference from Prior Year				+36			
		Growth from Prior Year				103%			
	EL (Current & Monitored)	Target and Actual Rate	49%	58%	51%	58%	53%	56%	59%
		Total Number Meets or Higher		19		19			
		Total Number Tested		33		33			
		Points away from or above target		+9		+7			
		Difference from Prior Year				0			
		Growth from Prior Year				0%			
	Cont. Enrolled	Target and Actual Rate	53%	62%	55%	77%	57%	60%	63%
		Total Number Meets or Higher		77		115			
		Total Number Tested		124		149			
		Points away from or above target		+9		+22			
		Difference from Prior Year				+15			
		Growth from Prior Year				24%			
	Non-Cont. Enrolled	Target and Actual Rate	48%	65%	50%	80%	52%	55%	58%
		Total Number Meets or Higher		28		28			
		Total Number Tested		43		35			
		Points away from or above target		+17		+30			
		Difference from Prior Year				+15			
		Growth from Prior Year				23%			

Early Childhood Math Board Outcome Goal

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

	RENNELL	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	**All**							
	Target and Actual Rate	66%	57%	68%	69%	70%	73%	76%
	Total Number Meets or Higher		95		127			
	Total Number Tested		168		184			
	Points away from or above target		-9		+1			
	Difference from Prior Year				+12			
	Growth from Prior Year				21%			
	Hispanic							
	Target and Actual Rate	53%	56%	55%	56%	57%	60%	63%
	Total Number Meets or Higher		23		28			
	Total Number Tested		41		50			
	Points away from or above target		+3		+1			
	Difference from Prior Year				0			
	Growth from Prior Year				0%			
	White							
	Target and Actual Rate	64%	55%	66%	78%	68%	71%	74%
	Total Number Meets or Higher		32		51			
	Total Number Tested		58		65			
	Points away from or above target		-9		+12			
	Difference from Prior Year				+23			
	Growth from Prior Year				42%			
	Asian							
	Target and Actual Rate	85%	70%	87%	79%	89%	92%	95%
	Total Number Meets or Higher		30		34			
	Total Number Tested		43		43			
	Points away from or above target		-15		-8			
	Difference from Prior Year				+9			
	Growth from Prior Year				13%			
	Eco. Disadv.							
	Target and Actual Rate	56%	22%	58%	57%	60%	63%	66%
	Total Number Meets or Higher		5		24			
	Total Number Tested		23		42			
	Points away from or above target		-34		-1			
	Difference from Prior Year				+35			
	Growth from Prior Year				159%			
	EL (Current & Monitored)							
	Target and Actual Rate	65%	50%	67%	61%	69%	72%	75%
	Total Number Meets or Higher		17		20			
	Total Number Tested		34		33			
	Points away from or above target		-15		-6			
	Difference from Prior Year				+11			
	Growth from Prior Year				22%			
	Cont. Enrolled							
	Target and Actual Rate	68%	58%	70%	69%	72%	75%	78%
	Total Number Meets or Higher		72		103			
	Total Number Tested		124		149			
	Points away from or above target		-10		-1			
	Difference from Prior Year				+11			
	Growth from Prior Year				19%			
	Non-Cont. Enrolled							
	Target and Actual Rate	59%	52%	61%	69%	63%	66%	69%
	Total Number Meets or Higher		23		24			
	Total Number Tested		44		35			
	Points away from or above target		-7		+8			
	Difference from Prior Year				+17			
	Growth from Prior Year				33%			

CYPRESS-FAIRBANKS ISD
Standard Expectations

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

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

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

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

Elementary Content Area
Standard Expectations

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

Mathematics
- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using Number Talks, Math Talks, CFISD Fact Fluency Plan, and other content conversation routines.
  - "Procedural fluency refers to knowledge of procedures, knowledge or 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.