

Cypress-Fairbanks Independent School District

Rennell Elementary School

2021-2022 Campus Improvement Plan



Mission Statement



Vision

 <p>RENNELL REDHAWKS To Perform Better Today Than We Did Yesterday</p>	 <p>CULTURE A collaborative culture in which we value each others' strengths</p>
 <p>ACHIEVEMENT Eliminate gaps between student populations and work to add value to all students</p>	 <p>TECHNOLOGY Purposeful technology integration in the classroom</p>
 <p>COMMUNICATION Positive and professional communication using multiple platforms to reach stakeholders</p>	 <p>LEADERSHIP Grow and develop leaders who grow others</p>

Value Statement



Every member of the Rennell Staff contributes to the culture of our school (how it feels, how we treat each other, how we do things around here). We are working together to daily create a culture that upholds these core values:

Kids First Legacy

We define these core values and live them out by being:

Relationship-Centered

- Fresh start everyday
- Welcoming
- Patient
- Inspirational
- Empowering
- Open-Minded
- Approachable
- Compassionate
- Give Grace

Positive

- Praise
- Encourage
- Have Fun!
- Humor
- Enthusiastic

Team Players

- Collaborative
- Appreciative
- Flexible

Communication

- Honest
- Intentional
- Kind
- Consistency
- Personalization
- Professional

Embrace Uniqueness

- Equitable
- Inclusive
- Safe
- Value others
- Authentic
- Strive toward unity
- We are many,
but we are ONE

Respectful

- Integrity
- Trust

Innovative

- Creative
- Take a risk
- Confident

Lifelong Learners

- Reflective
- Growth Mindset
- Power of YET
- Dedication
- Work Hard
- Ownership

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

Problem Statement 2: Writing: Our Hispanic and Economically Disadvantaged students are not scoring as high as our other student groups. **Root Cause:** Writing: There is not enough differentiation being offered to bridge experience and learning gaps.

Problem Statement 3: 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 4: 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 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

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.

Our 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.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- Local benchmark or common assessments data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

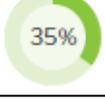
Goals

Revised/Approved: October 26, 2021

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 2022, 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		
<p>Strategy 1: Reading: Struggling students will consistently be provided with small group instruction during the school day to provide differentiation and targeted instruction.</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, Assistant Principals, ISs, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing: Vertical alignment of revising and editing rules and grade accountability for teaching specific rules and holding students accountable.</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, Assistant Principals, ISs, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Writing: Additional professional development for 2nd-5th grade Writing teachers with Writing consultant Elizabeth Martin. Teachers will come away with strategies, ideas, examples, and detailed plans to implement in the classroom.</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, Assistant Principals, ISs, Teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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.</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, Assistant Principals, ISs, Teachers</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Science: Mandatory hands-on labs built into science class schedules in grades 2-5.</p> <p>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.</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, Assistant Principals, ISs, Teachers</p>	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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.</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, Assistant Principals, ISs, Teachers, paraprofessionals</p>	Formative		
	Nov	Feb	May
No Progress Accomplished Continue/Modify Discontinue			

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

Performance Objective 2: ESSER III: Throughout the 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>Strategy 1: Redhawk Camp - Teacher Work Day Camp: Camp will be held each Teacher Work Day in which AIS substitutes, administrators, and trained paras will target students in 4th and 5th grades who failed their Math, Reading, or Writing STAAR tests.</p> <p>Strategy's Expected Result/Impact: Students attending Redhawk Camp in Fall of 2021 will increase their scores on their grade level math checkpoint by 10 points from the first checkpoint given compared to a checkpoint toward the end or after Redhawk Camps conclude.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Temporary worker will use RISE kits to work with 2-5 students with a para's assistance in order to have station rotation as described in the intervention. Closing the Gap Times throughout the day - different time for each grade level - so that the temporary worker can provide the intervention for each grade level each day.</p> <p>Strategy's Expected Result/Impact: Students receiving the RISE intervention provided by the temporary worker during the 2021-22 school year will increase their reading level by at least 4 levels from the beginning of year to the end of the year.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Core content area specialist: Hire a Primary Core Content Area Specialist to plan with Pre-K, Kinder, and 1st Grade, model and co-teach lessons, and pull small groups of students during Closing the Gaps time for Pre-K, Kinder, and 1st grade. This will allow the two ISs to focus on 2nd-5th grade planning and small groups. Create a schedule so that ISs can plan with teachers 2-5 and pull groups of students during Closing the Gaps daily (for 2-5 Math/Sci and 2-5 RLA ISs), as well as giving the Primary Core Content Specialist the ability to plan with teachers and pull groups of primary students during their Closing the Gaps time.</p> <p>Strategy's Expected Result/Impact: By the end of the 2021-22 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 by adding this position.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Hire Blended Learning and Differentiation expert Marcia Kish to train and coach teachers on differentiation targeting 2nd-5th Grade Teachers. Marcia provides coaching and planning with the teams and holds them accountable when she comes back to implement what she has taught them.</p> <p>Strategy's Expected Result/Impact: As a result of Marcia Kish training and coaching on differentiation, by the end of the 2021-22 school year, 90% or more of students in 2-5 will be performing at approaches (or passing in 2nd grade) on all STAAR or EOY Benchmark assessments.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: After reviewing mid-year M-Class data, we see a need for explicit phonics and phonemic awareness instruction. We will purchase Heggerty Phonological and Phonemic Awareness lessons to be used in Kinder and First Grade Classes to close gaps in learning.</p> <p>Strategy's Expected Result/Impact: As a result of providing teachers with the Heggerty lessons, teachers will teach phonological and phonemic awareness explicitly in class, so that by the end of the 2021-22 school year M-class data for Kindergarten and 1st grade will show a marked increase in achievement in phonological and phonemic awareness.</p>	Formative		
	Nov	Feb	May
			
 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>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.</p> <p>Strategy's Expected Result/Impact: Lessons on safety taught in the classrooms, safety information shared with families, information on drills shared with families, safety training with staff at staff meetings throughout the year to keep information at the forefront of all of our minds.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, ISs, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Principal, EOP Representative</p>	Formative		
	Nov	Feb	May
			
 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 97%.

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97%</p> <p>Staff Responsible for Monitoring: Principal, registrar</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 1%.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 1%.</p> <p>Staff Responsible for Monitoring: Teachers, ISs, APs, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will continue to be 0%</p> <p>Staff Responsible for Monitoring: Teachers, ISs, APs, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Teachers, APs, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Teachers, APs, Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Teachers, APs, 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 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>Strategy 1: A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified timelines.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: 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 1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: We will adhere to all safety protocols to ensure that staff are safe and healthy and able to come to work.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.</p> <p>Staff Responsible for Monitoring: APs, Principal</p>	Formative		
	Nov	Feb	May
			
<p>  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>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.</p> <p>Strategy's Expected Result/Impact: Application should be seen in teacher practice, lesson plans, and technology implementation in the classroom.</p> <p>Staff Responsible for Monitoring: Teachers, ISs, APs, Principal</p> <p>TEA Priorities: 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 1%.

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

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 1%.</p> <p>Staff Responsible for Monitoring: Teachers, ISs, APs, Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

State Compensatory

Budget for Rennell 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 Rennell 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	Rennell	All	175	152	87%	90%	3%	190	168	88%
Math	3	Rennell	Hispanic	41	34	83%	86%	3%	48	36	75%
Math	3	Rennell	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Rennell	Asian	46	43	93%	93%	0%	45	43	96%
Math	3	Rennell	African Am.	23	18	78%	81%	3%	24	20	83%
Math	3	Rennell	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Rennell	White	60	53	88%	90%	2%	69	65	94%
Math	3	Rennell	Two or More	5	4	80%	83%	3%	*	*	*
Math	3	Rennell	Eco. Dis.	25	16	64%	69%	5%	44	34	77%
Math	3	Rennell	LEP Current	15	9	60%	65%	5%	22	16	73%
Math	3	Rennell	At-Risk	61	44	72%	75%	3%	69	51	74%
Math	3	Rennell	SPED	11	6	55%	60%	5%	16	10	63%
Math	4	Rennell	All	173	140	81%	90%	9%	196	159	81%
Math	4	Rennell	Hispanic	45	33	73%	78%	5%	48	38	79%
Math	4	Rennell	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Rennell	Asian	39	38	97%	97%	0%	52	48	92%
Math	4	Rennell	African Am.	18	12	67%	72%	5%	24	17	71%
Math	4	Rennell	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Rennell	White	63	52	83%	90%	7%	65	52	80%
Math	4	Rennell	Two or More	8	5	63%	68%	5%	5	3	60%
Math	4	Rennell	Eco. Dis.	33	18	55%	60%	5%	32	23	72%
Math	4	Rennell	LEP Current	16	11	69%	74%	5%	21	12	57%
Math	4	Rennell	At-Risk	49	38	78%	83%	5%	75	47	63%
Math	4	Rennell	SPED	7	5	71%	76%	5%	12	4	33%
Math	5	Rennell	All	192	175	91%	92%	1%	189	174	92%
Math	5	Rennell	Hispanic	40	36	90%	91%	1%	52	45	87%
Math	5	Rennell	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Rennell	Asian	52	51	98%	98%	0%	42	42	100%
Math	5	Rennell	African Am.	32	24	75%	80%	5%	19	16	84%
Math	5	Rennell	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Rennell	White	60	58	97%	97%	0%	66	63	95%
Math	5	Rennell	Two or More	7	6	86%	88%	2%	10	8	80%
Math	5	Rennell	Eco. Dis.	32	28	88%	90%	2%	42	31	74%
Math	5	Rennell	LEP Current	5	3	60%	65%	5%	16	13	81%
Math	5	Rennell	At-Risk	66	58	88%	90%	2%	98	85	87%
Math	5	Rennell	SPED	8	4	50%	55%	5%	6	4	67%

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 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	Rennell	All	174	156	90%	91%	1%	190	176	93%
Reading	3	Rennell	Hispanic	41	34	83%	84%	1%	48	42	88%
Reading	3	Rennell	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Rennell	Asian	46	44	96%	96%	0%	45	42	93%
Reading	3	Rennell	African Am.	23	21	91%	91%	0%	24	23	96%
Reading	3	Rennell	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Rennell	White	59	52	88%	89%	1%	69	65	94%
Reading	3	Rennell	Two or More	5	5	100%	100%	0%	*	*	*
Reading	3	Rennell	Eco. Dis.	25	22	88%	89%	1%	44	40	91%
Reading	3	Rennell	LEP Current	14	8	57%	58%	1%	22	17	77%
Reading	3	Rennell	At-Risk	60	44	73%	74%	1%	69	56	81%
Reading	3	Rennell	SPED	11	5	45%	55%	10%	16	12	75%
Reading	4	Rennell	All	173	140	81%	90%	9%	196	176	90%
Reading	4	Rennell	Hispanic	45	31	69%	73%	4%	48	38	79%
Reading	4	Rennell	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Rennell	Asian	39	34	87%	90%	3%	52	50	96%
Reading	4	Rennell	African Am.	18	13	72%	82%	10%	24	23	96%
Reading	4	Rennell	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Rennell	White	63	56	89%	90%	1%	65	58	89%
Reading	4	Rennell	Two or More	8	6	75%	80%	5%	5	5	100%
Reading	4	Rennell	Eco. Dis.	33	18	55%	60%	5%	32	27	84%
Reading	4	Rennell	LEP Current	16	6	38%	50%	12%	21	16	76%
Reading	4	Rennell	At-Risk	49	35	71%	76%	5%	75	63	84%
Reading	4	Rennell	SPED	7	3	43%	53%	10%	12	6	50%
Reading	5	Rennell	All	192	174	91%	92%	1%	189	179	95%
Reading	5	Rennell	Hispanic	40	35	88%	89%	1%	52	48	92%
Reading	5	Rennell	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Rennell	Asian	52	51	98%	98%	0%	42	42	100%
Reading	5	Rennell	African Am.	32	26	81%	83%	2%	19	15	79%
Reading	5	Rennell	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Rennell	White	60	56	93%	93%	0%	66	65	98%
Reading	5	Rennell	Two or More	7	6	86%	88%	2%	10	9	90%
Reading	5	Rennell	Eco. Dis.	32	25	78%	80%	2%	42	34	81%
Reading	5	Rennell	LEP Current	5	4	80%	82%	2%	16	13	81%
Reading	5	Rennell	At-Risk	66	55	83%	85%	2%	98	89	91%
Reading	5	Rennell	SPED	8	2	25%	50%	25%	6	4	67%

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	Rennell	All	191	167	87%	90%	3%	189	176	93%
Science	5	Rennell	Hispanic	39	31	79%	82%	3%	52	46	88%
Science	5	Rennell	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Rennell	Asian	52	49	94%	94%	0%	42	41	98%
Science	5	Rennell	African Am.	32	26	81%	84%	3%	19	14	74%
Science	5	Rennell	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Rennell	White	60	55	92%	92%	0%	66	66	100%
Science	5	Rennell	Two or More	7	6	86%	89%	3%	10	9	90%
Science	5	Rennell	Eco. Dis.	33	24	73%	76%	3%	42	32	76%
Science	5	Rennell	LEP Current	5	4	80%	83%	3%	16	13	81%
Science	5	Rennell	At-Risk	67	53	79%	82%	3%	98	88	90%
Science	5	Rennell	SPED	8	2	25%	50%	25%	6	4	67%

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	Rennell	All	173	93	54%	56%	2%	196	103	53%
Math	4	Rennell	Hispanic	45	16	36%	38%	2%	48	18	38%
Math	4	Rennell	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Rennell	Asian	39	32	82%	82%	0%	52	37	71%
Math	4	Rennell	African Am.	18	6	33%	35%	2%	24	9	38%
Math	4	Rennell	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Rennell	White	63	35	56%	56%	0%	65	35	54%
Math	4	Rennell	Two or More	8	4	50%	52%	2%	5	3	60%
Math	4	Rennell	Eco. Dis.	33	11	33%	35%	2%	32	13	41%
Math	4	Rennell	LEP Current	16	5	31%	33%	2%	21	6	29%
Math	4	Rennell	At-Risk	49	25	51%	53%	2%	75	25	33%
Math	4	Rennell	SPED	7	4	57%	57%	0%	12	1	8%
Math	5	Rennell	All	192	143	74%	75%	1%	189	143	76%
Math	5	Rennell	Hispanic	40	26	65%	66%	1%	52	32	62%
Math	5	Rennell	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Rennell	Asian	52	48	92%	92%	0%	42	40	95%
Math	5	Rennell	African Am.	32	17	53%	54%	1%	19	12	63%
Math	5	Rennell	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Rennell	White	60	46	77%	77%	0%	66	53	80%
Math	5	Rennell	Two or More	7	6	86%	86%	0%	10	6	60%
Math	5	Rennell	Eco. Dis.	32	16	50%	51%	1%	42	21	50%
Math	5	Rennell	LEP Current	5	1	20%	21%	1%	16	7	44%
Math	5	Rennell	At-Risk	66	38	58%	59%	1%	98	60	61%
Math	5	Rennell	SPED	8	2	25%	26%	1%	6	0	0%
Reading	4	Rennell	All	173	94	54%	56%	2%	196	146	74%
Reading	4	Rennell	Hispanic	45	16	36%	38%	2%	48	31	65%
Reading	4	Rennell	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Rennell	Asian	39	24	62%	62%	0%	52	46	88%
Reading	4	Rennell	African Am.	18	8	44%	46%	2%	24	19	79%
Reading	4	Rennell	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Rennell	White	63	40	63%	63%	0%	65	45	69%
Reading	4	Rennell	Two or More	8	6	75%	75%	0%	5	3	60%
Reading	4	Rennell	Eco. Dis.	33	9	27%	29%	2%	32	22	69%
Reading	4	Rennell	LEP Current	16	3	19%	21%	2%	21	11	52%
Reading	4	Rennell	At-Risk	49	21	43%	45%	2%	75	42	56%
Reading	4	Rennell	SPED	7	2	29%	31%	2%	12	3	25%

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	
					#	%				#	%
Reading	5	Rennell	All	192	138	72%	73%	1%	189	152	80%
Reading	5	Rennell	Hispanic	40	24	60%	61%	1%	52	38	73%
Reading	5	Rennell	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Rennell	Asian	52	45	87%	87%	0%	42	37	88%
Reading	5	Rennell	African Am.	32	20	63%	64%	1%	19	11	58%
Reading	5	Rennell	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Rennell	White	60	46	77%	77%	0%	66	58	88%
Reading	5	Rennell	Two or More	7	3	43%	44%	1%	10	8	80%
Reading	5	Rennell	Eco. Dis.	32	17	53%	54%	1%	42	24	57%
Reading	5	Rennell	LEP Current	5	1	20%	21%	1%	16	9	56%
Reading	5	Rennell	At-Risk	66	39	59%	60%	1%	98	65	66%
Reading	5	Rennell	SPED	8	1	13%	14%	1%	6	1	17%
Science	5	Rennell	All	191	118	62%	63%	1%	189	126	67%
Science	5	Rennell	Hispanic	39	18	46%	47%	1%	52	26	50%
Science	5	Rennell	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Rennell	Asian	52	38	73%	73%	0%	42	35	83%
Science	5	Rennell	African Am.	32	18	56%	57%	1%	19	9	47%
Science	5	Rennell	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Rennell	White	60	40	67%	67%	0%	66	49	74%
Science	5	Rennell	Two or More	7	4	57%	58%	1%	10	7	70%
Science	5	Rennell	Eco. Dis.	33	10	30%	31%	1%	42	18	43%
Science	5	Rennell	LEP Current	5	1	20%	21%	1%	16	5	31%
Science	5	Rennell	At-Risk	67	27	40%	41%	1%	98	49	50%
Science	5	Rennell	SPED	8	1	13%	14%	1%	6	0	0%

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	Rennell	All	175	55	31%	32%	1%	190	72	38%
Math	3	Rennell	Hispanic	41	11	27%	28%	1%	48	14	29%
Math	3	Rennell	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Rennell	Asian	46	20	43%	43%	0%	45	25	56%
Math	3	Rennell	African Am.	23	6	26%	27%	1%	24	5	21%
Math	3	Rennell	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Rennell	White	60	18	30%	31%	1%	69	27	39%
Math	3	Rennell	Two or More	5	0	0%	10%	10%	*	*	*
Math	3	Rennell	Eco. Dis.	25	3	12%	13%	1%	44	11	25%
Math	3	Rennell	LEP Current	15	2	13%	14%	1%	22	4	18%
Math	3	Rennell	At-Risk	61	11	18%	19%	1%	69	16	23%
Math	3	Rennell	SPED	11	2	18%	19%	1%	16	3	19%
Math	4	Rennell	All	173	64	37%	38%	1%	196	50	26%
Math	4	Rennell	Hispanic	45	9	20%	21%	1%	48	8	17%
Math	4	Rennell	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Rennell	Asian	39	25	64%	64%	0%	52	24	46%
Math	4	Rennell	African Am.	18	3	17%	18%	1%	24	4	17%
Math	4	Rennell	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Rennell	White	63	23	37%	38%	1%	65	12	18%
Math	4	Rennell	Two or More	8	4	50%	50%	0%	5	2	40%
Math	4	Rennell	Eco. Dis.	33	6	18%	19%	1%	32	5	16%
Math	4	Rennell	LEP Current	16	2	13%	14%	1%	21	2	10%
Math	4	Rennell	At-Risk	49	16	33%	34%	1%	75	15	20%
Math	4	Rennell	SPED	7	0	0%	10%	10%	12	1	8%
Math	5	Rennell	All	192	100	52%	53%	1%	189	91	48%
Math	5	Rennell	Hispanic	40	16	40%	41%	1%	52	18	35%
Math	5	Rennell	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Rennell	Asian	52	37	71%	71%	0%	42	30	71%
Math	5	Rennell	African Am.	32	13	41%	42%	1%	19	3	16%
Math	5	Rennell	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Rennell	White	60	31	52%	53%	1%	66	34	52%
Math	5	Rennell	Two or More	7	3	43%	44%	1%	10	6	60%
Math	5	Rennell	Eco. Dis.	32	10	31%	32%	1%	42	9	21%
Math	5	Rennell	LEP Current	5	1	20%	21%	1%	16	4	25%
Math	5	Rennell	At-Risk	66	26	39%	40%	1%	98	29	30%
Math	5	Rennell	SPED	8	1	13%	14%	1%	6	0	0%

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	Rennell	All	174	70	40%	41%	1%	190	104	55%
Reading	3	Rennell	Hispanic	41	16	39%	40%	1%	48	23	48%
Reading	3	Rennell	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Rennell	Asian	46	25	54%	54%	0%	45	26	58%
Reading	3	Rennell	African Am.	23	8	35%	36%	1%	24	13	54%
Reading	3	Rennell	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Rennell	White	59	20	34%	35%	1%	69	40	58%
Reading	3	Rennell	Two or More	5	1	20%	21%	1%	*	*	*
Reading	3	Rennell	Eco. Dis.	25	3	12%	13%	1%	44	21	48%
Reading	3	Rennell	LEP Current	14	1	7%	10%	3%	22	3	14%
Reading	3	Rennell	At-Risk	60	14	23%	24%	1%	69	17	25%
Reading	3	Rennell	SPED	11	1	9%	10%	1%	16	5	31%
Reading	4	Rennell	All	173	51	29%	31%	2%	196	98	50%
Reading	4	Rennell	Hispanic	45	8	18%	20%	2%	48	17	35%
Reading	4	Rennell	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Rennell	Asian	39	14	36%	36%	0%	52	32	62%
Reading	4	Rennell	African Am.	18	4	22%	24%	2%	24	14	58%
Reading	4	Rennell	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Rennell	White	63	21	33%	33%	0%	65	31	48%
Reading	4	Rennell	Two or More	8	4	50%	50%	0%	5	2	40%
Reading	4	Rennell	Eco. Dis.	33	5	15%	17%	2%	32	13	41%
Reading	4	Rennell	LEP Current	16	0	0%	10%	10%	21	5	24%
Reading	4	Rennell	At-Risk	49	6	12%	14%	2%	75	22	29%
Reading	4	Rennell	SPED	7	1	14%	16%	2%	12	3	25%
Reading	5	Rennell	All	192	100	52%	53%	1%	189	118	62%
Reading	5	Rennell	Hispanic	40	14	35%	36%	1%	52	26	50%
Reading	5	Rennell	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Rennell	Asian	52	33	63%	63%	0%	42	30	71%
Reading	5	Rennell	African Am.	32	17	53%	53%	0%	19	8	42%
Reading	5	Rennell	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Rennell	White	60	33	55%	55%	0%	66	47	71%
Reading	5	Rennell	Two or More	7	3	43%	44%	1%	10	7	70%
Reading	5	Rennell	Eco. Dis.	32	8	25%	26%	1%	42	16	38%
Reading	5	Rennell	LEP Current	5	1	20%	21%	1%	16	5	31%
Reading	5	Rennell	At-Risk	66	28	42%	43%	1%	98	42	43%
Reading	5	Rennell	SPED	8	1	13%	14%	1%	6	0	0%

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	Rennell	All	191	71	37%	38%	1%	189	66	35%
Science	5	Rennell	Hispanic	39	13	33%	34%	1%	52	11	21%
Science	5	Rennell	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Rennell	Asian	52	26	50%	50%	0%	42	21	50%
Science	5	Rennell	African Am.	32	7	22%	23%	1%	19	2	11%
Science	5	Rennell	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Rennell	White	60	23	38%	38%	0%	66	28	42%
Science	5	Rennell	Two or More	7	2	29%	30%	1%	10	4	40%
Science	5	Rennell	Eco. Dis.	33	5	15%	16%	1%	42	3	7%
Science	5	Rennell	LEP Current	5	0	0%	10%	10%	16	1	6%
Science	5	Rennell	At-Risk	67	15	22%	23%	1%	98	16	16%
Science	5	Rennell	SPED	8	1	13%	14%	1%	6	0	0%

Rennell

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 53% to 63% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
53%	55%	57%	60%	63%

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		47%	44%		75%				41%		49%	53%	48%
2022	NA	49%	46%	NA	77%	NA	NA	NA	43%	NA	51%	55%	50%
2023	NA	51%	48%	NA	79%	NA	NA	NA	45%	NA	53%	57%	52%
2024	NA	54%	51%	NA	82%	NA	NA	NA	48%	NA	56%	60%	55%
2025	NA	57%	54%	NA	85%	NA	NA	NA	51%	NA	59%	63%	58%

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 66% to 76% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
66%	68%	70%	73%	76%

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		53%	64%		85%				56%		65%	68%	59%
2022	NA	55%	66%	NA	87%	NA	NA	NA	58%	NA	67%	70%	61%
2023	NA	57%	68%	NA	89%	NA	NA	NA	60%	NA	69%	72%	63%
2024	NA	60%	71%	NA	92%	NA	NA	NA	63%	NA	72%	75%	66%
2025	NA	63%	74%	NA	95%	NA	NA	NA	66%	NA	75%	78%	69%

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 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.