

Cypress-Fairbanks Independent School District

Rennell Elementary School

2023-2024



Mission Statement

"To perform better today than we did yesterday"

Vision







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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data.

READING:

- Fourth grade Reading scored above the set target
- The Special Education subpopulations was at 90% for 4th grade Reading. This was 15% above the district in reading.
- Our 5th grade Economically Disadvantage subpopulation scored 93% which was 11 points above the target and 15 points above the district.
- 99% of 4th grade white students passed the STAAR test at the approaches level.
- A large percentage of our students mastered their STAAR Reading test: 40% of 3rd graders, 41% of 4th graders, and 55% of 5th graders.

MATH:

- All grade levels performed higher than the district average.
- 100% of our 5th grade African American students passed the STAAR test.
- We grew from 2022 to 2023 in all areas.
- A large percentage of our students mastered their STAAR Math test: 34% of 3rd graders, 36% of 4th graders, and 45% of 5th graders.

SCIENCE:

- 32% of our 5th graders mastered the Science STAAR test.
- We closed many achievement gaps with very few populations having gaps larger than 10% between subpopulations.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our Economically Disadvantaged and Hispanic subpopulations performed lower than other subpopulations. **Root Cause:** RLA: Rennell needs more ESL certified teachers to implement ESL strategies consistently within the classroom.

Problem Statement 2: Math: There were unanticipated gaps between subpopulations especially in 4th grade. **Root Cause:** Math: Lack of training for incoming 4th grade teachers, including ESL training.

Problem Statement 3: Science: Hispanic and Emergent Bilingual populations scored over 10% lower than all students. **Root Cause:** Science: Accommodation and differentiation are not being used consistently and purposefully.

Problem Statement 4: Students are beginning the 2023-24 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

The following are strengths of the campus in regard to school culture and climate.

- Staff report a positive environment and friendly colleagues.
- A great deal of parental support.
- Praise and recognition is built into the school culture.
- High standards for student and staff behavior and performance.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Administrators are not spending enough time in classrooms. **Root Cause:** More and more students and teachers have been added to our campus due to the growth of the community, but no additional administrators have been added.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

- Rennell has a very low turnover rate of teachers as compared to the district and the state.
- Rennell attracts highly qualified, experienced teachers.
- Rennell plans and facilitates on campus training to continue to grow our teachers throughout the year including bringing in consultants, #EachOneTeachOne in which teachers share their expertise with their peers, and weekly blog posts with instructional strategies to help grow the staff.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Teacher and paraprofessional absence rates are higher than student absence rates. **Root Cause:** Teacher/Paraprofessional Attendance: Staff feel overworked and want to be able to take their days off when they want to. There is not an incentive to not use days off.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement.

- Rennell is incredibly blessed to have extremely active, supportive, engaged parents and guardians overall.
- We have numerous parent volunteer opportunities on our campus including:
 - Junior Achievement
 - Watch DOGS
 - Library Volunteers
 - Garden Day Volunteers
 - PTO
 - Parent Readings

Problem Statements Identifying Parent and Community Engagement Needs










Problem Statement 1: Very few parents attend our curriculum parent nights at the school. **Root Cause:** The information is not provided at a time or in a format that is appealing to parents.











Goals

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

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

Evaluation Data Sources: STAAR RLA, Math, and Science










| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| <p>Strategy 1: RLA: Teachers will focus on providing students with the foundational reading skills needed to decode words. Data from adaptive practice software, M-class, MAP, classroom and district assessments will be utilized to provide differentiated and targeted small group instruction.</p> <p>Additionally, a writing consultant will work with 1st-5th grade teachers to provide research-proven strategies to improve writing and a phonics consultant will work with Kindergarten-3rd grade teachers to improve instruction in foundational reading skills.</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: Math: Data from adaptive practice software, classroom assessments, and district assessments will be used to provide differentiated and targeted small group instruction during the school day.</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: Science: Teachers will plan one lesson per week which includes a highly rigorous application of science concepts.</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: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| <p>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.</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 current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments











| Strategy 1 Details | Formative Reviews | | |
|--|---|---|---|
| <p>Strategy 1: Before/After School Program: Redhawk Math and Science Camps - tutoring programs led by Instructional Specialists and teachers to close gaps in learning in small group instruction based on student data.</p> <p>Strategy's Expected Result/Impact: Students attending Redhawk Camps during the 2023-24 school year 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.</p> <p>Staff Responsible for Monitoring: Principal, ISs</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Extended Instructional Time (Closing the Gaps): Temporary Worker will be hired to work with students to improve their academic performance.</p> <p>Strategy's Expected Result/Impact: Students receiving a reading intervention provided by the contract worker during the 2023-24 school year will increase their reading RIT score by at least 10 points from the beginning of the year to the end of the year AND students receiving Math intervention provided by a temporary worker during the 2023-24 school year will increase their math benchmark scores by at least 10 points from the beginning of the year to the end of the school year.</p> <p>Staff Responsible for Monitoring: Principal</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Professional Staffing: Core Content Area Specialist in Primary Core Content Area will be hired to plan, model, and co-teach lessons with teachers and pull small groups of students during Closing the Gap time for Pre-K, Kinder, and 1st Grade for the first half of the year. The second half of the year, our ELAR IS and temporary workers will pull small groups.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-24 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, the Primary Core Content Specialist, and temporary workers.</p> <p>Staff Responsible for Monitoring: Principal</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |

| Strategy 4 Details | Formative Reviews | | |
|--|---|---|---|
| Strategy 4: Professional Development: Shonda Guthrie Phonics training Strategy's Expected Result/Impact: As a result of Shonda Guthrie Phonics training, by the end of the 2023-24 school year, 90% or more of students in K-3 will be reading on level at the end of the school year. Staff Responsible for Monitoring: Principal | 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 current school year, 100% of the district's safety practices 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: By the end of the current 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.</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 Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p>Strategy's Expected Result/Impact: By the end of the current 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.</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 current school year, student attendance will be at 95% or higher.



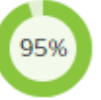







Evaluation Data Sources: Student attendance records

| Strategy 1 Details | Formative Reviews | | |
|--|---|---|---|
| <p>Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. This plan will include an incentive for students with one or less absence each nine weeks.</p> <p>Strategy's Expected Result/Impact: 95% overall attendance rate</p> <p>Staff Responsible for Monitoring: Principal</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences). This plan will include teacher contact at 7 absences.</p> <p>Strategy's Expected Result/Impact: 95% overall attendance rate</p> <p>Staff Responsible for Monitoring: Principal</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 3: Restorative Discipline: The campus will use restorative discipline practices.


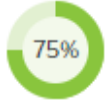





Evaluation Data Sources: Discipline reports

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| <p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Assistant Principals will continue to reinforce training on Restorative Practice techniques and brainstorm natural consequences and replacement behaviors for specific student needs. Teachers and APS will work to reteach appropriate school behaviors and keep students in class and on our campus.</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 |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. We will hold class meetings 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.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Teachers, ISs, APs, Principal</p> | Formative | | |
| | Nov | Feb | May |
| |  |  |  |
|  No Progress  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 current 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 share the importance of teacher attendance at multiple staff meetings and celebrate with the entire staff each time we have 100% staff attendance.</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 style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

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

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



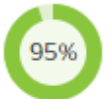




Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

| Strategy 1 Details | 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 phonics consultant for K-3.</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> | 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 current school year, parent and family engagement will remain extremely high.

Evaluation Data Sources: Parent Survey
Volunteer sign-in data

| Strategy 1 Details | Formative Reviews | | |
|--|---|---|---|
| <p>Strategy 1: Parent and Family Engagement: We will offer face-to-face events during the school day for parents to see their children's academic work at school.</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> | | | |

2023-2024 CPOC

| Committee Role | Name | Position |
|---|------------------|---|
| District-level Professional | Karen Smith | CFO |
| Other School Leader (Nonteaching Professional) | Kelli Smith | Instructional Coach |
| Other School Leader (Nonteaching Professional) | Carmen Walker | Instructional Specialist |
| Other School Leader (Nonteaching Professional) | Kelsey French | Instructional Specialist |
| Other School Leader (Nonteaching Professional) #4 | Rebecca James | Other School Leader (Nonteaching Professional) #4 |
| Business Representative #2 | Scott Baxter | Business Representative #2 |
| Business Representative #1 | Lauren Rud | Business Representative #1 |
| Community Member #2 | Sandeep Perhar | Community Member #2 |
| Community Member #1 | Talia Barnes | Community Member #1 |
| Parent #2 | Randi Koopmans | Parent #2 |
| Parent #1 | Tracy Roberson | Parent #1 |
| Other School Leader (Nonteaching Professional) #3 | Molly Harris | Other School Leader (Nonteaching Professional) #3 |
| Other School Leader (Nonteaching Professional) #2 | Cherise Garcia | Other School Leader (Nonteaching Professional) #2 |
| Other School Leader (Nonteaching Professional) #1 | AnnDrea Searby | Other School Leader (Nonteaching Professional) #1 |
| Teacher #8 | Jodi Ng | Teacher #8 |
| Teacher #7 | Jamie Grein | Teacher #7 |
| Teacher #6 | Alyssa Odneal | Teacher #6 |
| Teacher #5 | Abby Phariss | Teacher #5 |
| Teacher #4 | Tara Myers | Teacher #4 |
| Teacher #3 | Kasey Sample | Teacher #3 |
| Teacher #2 | Shirley McMorris | Teacher #2 |
| Teacher #1 | Mary Garcia | Teacher #1 |
| Principal | Meredith Akers | Principal |

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 | 2023 Cluster | Student Group | Tested | 2023: Approaches Grade Level | | 2024 Approaches Incremental Growth Target | 2024: Approaches Grade Level | 2023: Meets Grade Level | | 2024 Meets Incremental Growth Target | 2024: Meets Grade Level | 2023: Masters Grade Level | | 2024 Masters Incremental Growth Target | 2024: Masters Grade Level |
|---------|-----|---------|--------------|--------------------|--------|------------------------------|------|---|------------------------------|-------------------------|-----|--------------------------------------|-------------------------|---------------------------|-----|--|---------------------------|
| | | | | | 2023 | # | % | % | | # | % | % | | # | % | % | |
| | | | | | # | | | | | | | | | | | | |
| Math | 3 | Rennell | ES 1 | All | 203 | 180 | 89% | 90% | 88% | 132 | 65% | 66% | 67% | 70 | 34% | 35% | 31% |
| Math | 3 | Rennell | ES 1 | Hispanic | 48 | 41 | 85% | 87% | 86% | 28 | 58% | 59% | 50% | 11 | 23% | 24% | 19% |
| Math | 3 | Rennell | ES 1 | Am. Indian | 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 3 | Rennell | ES 1 | Asian | 55 | 55 | 100% | 100% | 94% | 47 | 85% | 85% | 81% | 34 | 62% | 62% | 45% |
| Math | 3 | Rennell | ES 1 | African Am. | 19 | 17 | 89% | 90% | 74% | 10 | 53% | 54% | 65% | * | * | * | 26% |
| Math | 3 | Rennell | ES 1 | Pac. Islander | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 3 | Rennell | ES 1 | White | 65 | 54 | 83% | 85% | 90% | 41 | 63% | 64% | 69% | 20 | 31% | 32% | 29% |
| Math | 3 | Rennell | ES 1 | Two or More | 15 | 12 | 80% | 82% | 92% | 6 | 40% | 41% | 77% | * | * | * | 46% |
| Math | 3 | Rennell | ES 1 | Eco. Dis. | 37 | 30 | 81% | 83% | 79% | 15 | 41% | 42% | 52% | 8 | 22% | 23% | * |
| Math | 3 | Rennell | ES 1 | Emergent Bilingual | 20 | 17 | 85% | 87% | 60% | 12 | 60% | 61% | * | 5 | 25% | 26% | * |
| Math | 3 | Rennell | ES 1 | At-Risk | 54 | 43 | 80% | 82% | 67% | 30 | 56% | 57% | 41% | 12 | 22% | 23% | 10% |
| Math | 3 | Rennell | ES 1 | SPED | 22 | 14 | 64% | 70% | 70% | 9 | 41% | 42% | 41% | * | * | * | * |
| Math | 4 | Rennell | ES 1 | All | 193 | 162 | 84% | 87% | 84% | 127 | 66% | 67% | 58% | 70 | 36% | 37% | 29% |
| Math | 4 | Rennell | ES 1 | Hispanic | 46 | 28 | 61% | 70% | 78% | 20 | 43% | 44% | 53% | 8 | 17% | 18% | 15% |
| Math | 4 | Rennell | ES 1 | Am. Indian | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 4 | Rennell | ES 1 | Asian | 47 | 45 | 96% | 96% | 98% | 39 | 83% | 83% | 85% | 22 | 47% | 48% | 47% |
| Math | 4 | Rennell | ES 1 | African Am. | 24 | 18 | 75% | 78% | 77% | 12 | 50% | 51% | 41% | 6 | 25% | 26% | 32% |
| Math | 4 | Rennell | ES 1 | Pac. Islander | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 4 | Rennell | ES 1 | White | 73 | 68 | 93% | 93% | 78% | 53 | 73% | 73% | 45% | 32 | 44% | 45% | 25% |
| Math | 4 | Rennell | ES 1 | Two or More | 3 | * | * | * | 87% | * | * | * | 47% | * | * | * | * |
| Math | 4 | Rennell | ES 1 | Eco. Dis. | 40 | 29 | 73% | 76% | 78% | 21 | 53% | 54% | 32% | 8 | 20% | 22% | 14% |
| Math | 4 | Rennell | ES 1 | Emergent Bilingual | 27 | 20 | 74% | 77% | 78% | 16 | 59% | 60% | 61% | 6 | 22% | 23% | 28% |
| Math | 4 | Rennell | ES 1 | At-Risk | 55 | 37 | 67% | 70% | 61% | 23 | 42% | 43% | 41% | 8 | 15% | 16% | 17% |
| Math | 4 | Rennell | ES 1 | SPED | 10 | 5 | 50% | 60% | 23% | 5 | 50% | 51% | * | * | * | * | * |
| Math | 5 | Rennell | ES 1 | All | 198 | 185 | 93% | 94% | 93% | 151 | 76% | 77% | 84% | 90 | 45% | 46% | 46% |
| Math | 5 | Rennell | ES 1 | Hispanic | 49 | 43 | 88% | 90% | 89% | 31 | 63% | 64% | 68% | 20 | 41% | 42% | 32% |
| Math | 5 | Rennell | ES 1 | Am. Indian | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 5 | Rennell | ES 1 | Asian | 54 | 54 | 100% | 100% | 100% | 47 | 87% | 87% | 95% | 38 | 70% | 70% | 70% |
| Math | 5 | Rennell | ES 1 | African Am. | 25 | 25 | 100% | 100% | 75% | 20 | 80% | 80% | 75% | 7 | 28% | 29% | 38% |
| Math | 5 | Rennell | ES 1 | Pac. Islander | 2 | * | * | * | * | * | * | * | * | * | * | * | * |
| Math | 5 | Rennell | ES 1 | White | 64 | 58 | 91% | 92% | 96% | 49 | 77% | 77% | 90% | 23 | 36% | 37% | 44% |
| Math | 5 | Rennell | ES 1 | Two or More | 4 | * | * | * | 100% | * | * | * | 83% | * | * | * | * |
| Math | 5 | Rennell | ES 1 | Eco. Dis. | 28 | 24 | 86% | 88% | 80% | 18 | 64% | 65% | 68% | 9 | 32% | 33% | 30% |
| Math | 5 | Rennell | ES 1 | Emergent Bilingual | 28 | 23 | 82% | 84% | 96% | 14 | 50% | 51% | 78% | 10 | 36% | 37% | 35% |
| Math | 5 | Rennell | ES 1 | At-Risk | 89 | 77 | 87% | 89% | 78% | 45 | 51% | 52% | 61% | 26 | 29% | 30% | 23% |

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 | 2023 Cluster | Student Group | Tested | 2023: Approaches Grade Level | | 2024 Approaches Incremental Growth Target | 2024: Approaches Grade Level | 2023: Meets Grade Level | | 2024 Meets Incremental Growth Target | 2024: Meets Grade Level | 2023: Masters Grade Level | | 2024 Masters Incremental Growth Target | 2024: Masters Grade Level |
|---------|-----|---------|--------------|--------------------|--------|------------------------------|-----|---|------------------------------|-------------------------|-----|--------------------------------------|-------------------------|---------------------------|-----|--|---------------------------|
| | | | | | 2023 | # | % | % | | # | % | % | | # | % | % | |
| | | | | | # | | | | | | | | | | | | |
| Math | 5 | Rennell | ES 1 | SPED | 11 | 6 | 55% | 60% | 67% | * | * | * | 58% | * | * | * | * |
| Reading | 3 | Rennell | ES 1 | All | 205 | 186 | 91% | 92% | 92% | 152 | 74% | 75% | 77% | 82 | 40% | 41% | 47% |
| Reading | 3 | Rennell | ES 1 | Hispanic | 48 | 41 | 85% | 87% | 93% | 32 | 67% | 68% | 71% | 12 | 25% | 26% | 38% |
| Reading | 3 | Rennell | ES 1 | Am. Indian | 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 3 | Rennell | ES 1 | Asian | 56 | 53 | 95% | 95% | 92% | 48 | 86% | 86% | 88% | 34 | 61% | 61% | 63% |
| Reading | 3 | Rennell | ES 1 | African Am. | 19 | 18 | 95% | 95% | 87% | 13 | 68% | 69% | 68% | 5 | 26% | 27% | 39% |
| Reading | 3 | Rennell | ES 1 | Pac. Islander | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 3 | Rennell | ES 1 | White | 66 | 59 | 89% | 90% | 91% | 48 | 73% | 74% | 76% | 27 | 41% | 41% | 46% |
| Reading | 3 | Rennell | ES 1 | Two or More | 15 | 14 | 93% | 93% | 100% | 10 | 67% | 68% | 92% | * | * | * | 46% |
| Reading | 3 | Rennell | ES 1 | Eco. Dis. | 38 | 34 | 89% | 90% | 85% | 22 | 58% | 59% | 73% | 8 | 21% | 22% | 33% |
| Reading | 3 | Rennell | ES 1 | Emergent Bilingual | 20 | 15 | 75% | 77% | 73% | 9 | 45% | 46% | 53% | * | * | * | * |
| Reading | 3 | Rennell | ES 1 | At-Risk | 54 | 40 | 74% | 76% | 78% | 28 | 52% | 53% | 49% | 11 | 20% | 21% | 20% |
| Reading | 3 | Rennell | ES 1 | SPED | 22 | 14 | 64% | 70% | 78% | 9 | 41% | 42% | 56% | * | * | * | 26% |
| Reading | 4 | Rennell | ES 1 | All | 193 | 180 | 93% | 94% | 95% | 144 | 75% | 76% | 75% | 80 | 41% | 42% | 41% |
| Reading | 4 | Rennell | ES 1 | Hispanic | 46 | 38 | 83% | 85% | 97% | 22 | 48% | 49% | 67% | 12 | 26% | 27% | 31% |
| Reading | 4 | Rennell | ES 1 | Am. Indian | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 4 | Rennell | ES 1 | Asian | 47 | 45 | 96% | 96% | 97% | 36 | 77% | 77% | 90% | 25 | 53% | 53% | 60% |
| Reading | 4 | Rennell | ES 1 | African Am. | 24 | 22 | 92% | 93% | 82% | 18 | 75% | 76% | 68% | 8 | 33% | 34% | 32% |
| Reading | 4 | Rennell | ES 1 | Pac. Islander | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 4 | Rennell | ES 1 | White | 73 | 72 | 99% | 99% | 94% | 65 | 89% | 89% | 69% | 33 | 45% | 45% | 34% |
| Reading | 4 | Rennell | ES 1 | Two or More | 3 | * | * | * | 100% | * | * | * | 67% | * | * | * | 33% |
| Reading | 4 | Rennell | ES 1 | Eco. Dis. | 40 | 33 | 83% | 85% | 86% | 24 | 60% | 61% | 61% | 10 | 25% | 26% | 31% |
| Reading | 4 | Rennell | ES 1 | Emergent Bilingual | 27 | 22 | 81% | 83% | 82% | 11 | 41% | 42% | 65% | 6 | 22% | 23% | * |
| Reading | 4 | Rennell | ES 1 | At-Risk | 55 | 44 | 80% | 82% | 81% | 26 | 47% | 48% | 43% | 11 | 20% | 21% | 24% |
| Reading | 4 | Rennell | ES 1 | SPED | 10 | 9 | 90% | 91% | 59% | 6 | 60% | 61% | * | * | * | * | * |
| Reading | 5 | Rennell | ES 1 | All | 199 | 182 | 91% | 92% | 95% | 158 | 79% | 80% | 84% | 110 | 55% | 56% | 60% |
| Reading | 5 | Rennell | ES 1 | Hispanic | 49 | 43 | 88% | 90% | 93% | 37 | 76% | 77% | 75% | 24 | 49% | 50% | 43% |
| Reading | 5 | Rennell | ES 1 | Am. Indian | 0 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 5 | Rennell | ES 1 | Asian | 54 | 52 | 96% | 96% | 98% | 46 | 85% | 85% | 93% | 37 | 69% | 69% | 74% |
| Reading | 5 | Rennell | ES 1 | African Am. | 25 | 24 | 96% | 96% | 92% | 21 | 84% | 84% | 83% | 14 | 56% | 56% | 50% |
| Reading | 5 | Rennell | ES 1 | Pac. Islander | 2 | * | * | * | * | * | * | * | * | * | * | * | * |
| Reading | 5 | Rennell | ES 1 | White | 65 | 57 | 88% | 90% | 96% | 49 | 75% | 76% | 86% | 33 | 51% | 52% | 64% |
| Reading | 5 | Rennell | ES 1 | Two or More | 4 | * | * | * | 100% | * | * | * | 83% | * | * | * | * |
| Reading | 5 | Rennell | ES 1 | Eco. Dis. | 28 | 26 | 93% | 93% | 90% | 19 | 68% | 69% | 73% | 14 | 50% | 51% | 43% |
| Reading | 5 | Rennell | ES 1 | Emergent Bilingual | 28 | 21 | 75% | 77% | 96% | 16 | 57% | 58% | 78% | 7 | 25% | 26% | 35% |

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, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- 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 not limited to Chromebooks, 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 literacy schedule.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and the reading and writing block.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Communicate and share conclusions using digital tools such as Google Suite, Flipgrid, WeVideo etc.
 - Incorporate the use of digital tools such as:

| | |
|---|---------------------|
| ▪ Google Suite | ▪ Amira Suite |
| ▪ Scholastic Literacy Pro | ▪ HMH Suite |
| ▪ Scholastic Storyworks (2 nd -5 th) | ▪ Library Resources |
| ▪ Boost Reading | ▪ 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
 - Utilize 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 ST Math Puzzle Talks, Number Talks, Math Talks, CFISD Fact Fluency Plan, ORIGO Box of Facts, 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 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 district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K- 5)

- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom pitched and unpitched instruments
- Create lessons and utilize activities that develop understanding of the elements of music such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- 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.
- Encourage students to connect learning in art with other areas of knowledge such as math, reading, and social studies.
- 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.