

Cypress-Fairbanks Independent School District

Rennell Elementary School

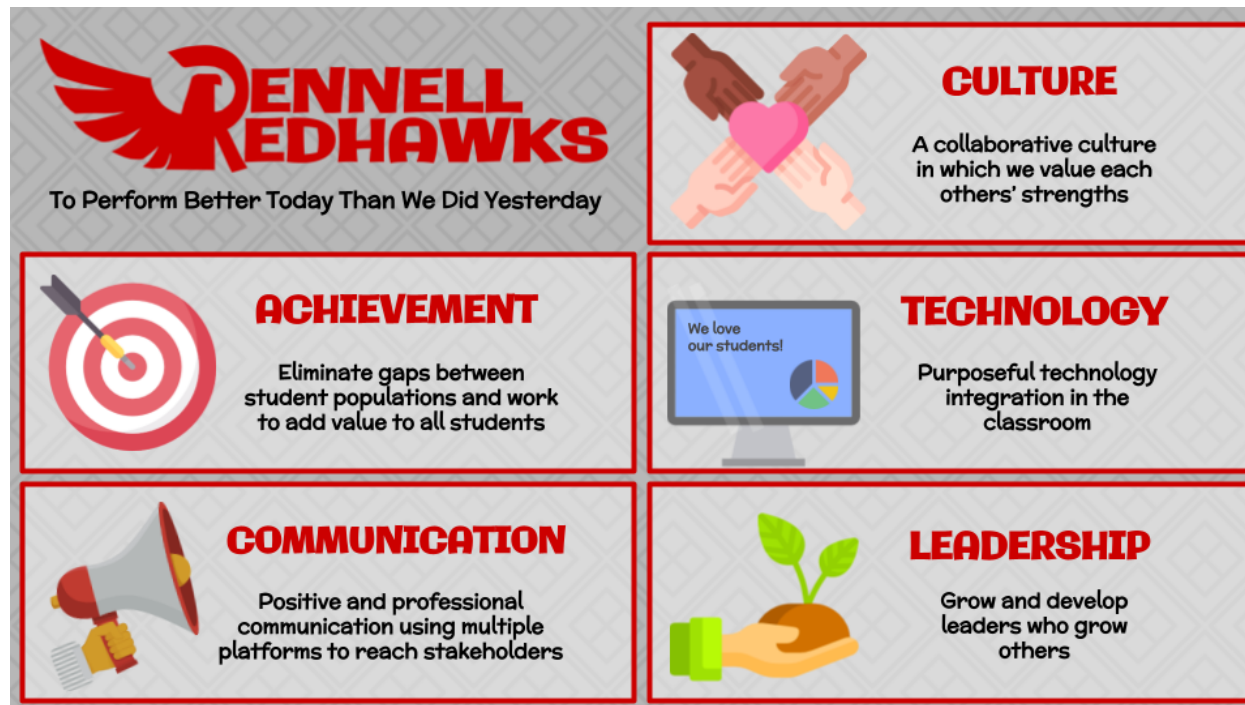
2025-2026



Mission Statement

"To perform better today than we did yesterday"

Vision



Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Student Achievement

Student Achievement Strengths

Student achievement was strong this year with notable growth from last school year in 3rd grade reading, 3rd grade math, 4th grade math, and 5th grade science.

Masters level achievement went up in all grade levels and subjects except 5th grade reading, but that was still above 55%.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: Relative performance was the lowest score for our overall rating and our number of students performing in meets and masters range needs to increase.

Root Cause: Instructional Focus Root Cause #1: we need to add more rigor to Tier 1 instruction.

Problem Statement 2: Instructional Focus Problem #2: 4th grade math is lowest scoring area at the approaches level.

Root Cause: Instructional Focus Root Cause #2: we are not effectively using data to form small groups.

Problem Statement 3: Instructional Focus Problem #3: Certain student groups are performing lower than others.

Root Cause: Instructional Focus Root Cause #3: when planning for learning we are not including checks for understanding questions for students to apply and show their understanding.

School Culture and Climate

School Culture and Climate Strengths

Rennell earned the District Attendance Champion's award by having 95% attendance rate for each grading period all year.

PBIS program is implemented with fidelity throughout the school with a common language for behavioral expectations.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The campus will maintain or improve the 95% attendance rate for students for the school year.

Root Cause: Some students and families may not fully understand the impact of consistent attendance on academic success and school engagement.

Problem Statement 2: Although campus-wide behavior expectations are clearly defined, classroom and behavior management practices are not always consistent across all grade levels, resulting in varied responses to student behavior and off-task disruptions that impact instructional time.

Root Cause: there is a need for continued professional development and coaching to build teacher capacity in implementing proactive and consistent classroom management strategies aligned with PBIS expectations.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Rennell recruits and retains high quality staff and continues to grow teacher leaders through the model teacher program and other district initiatives.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: based on the 24-25 EPS survey some staff members feel there are limited opportunities to provide input on campus decisions and processes, which may affect engagement and shared ownership in school improvement efforts.

Root Cause: structures and systems for collecting and acting on staff input (surveys, feedback forms, team discussions) may not be consistently implemented or communicated leading to perceptions that input is not always sought or utilized in decision-making.

Family and Community Engagement

Family and Community Engagement Strengths

Rennell has very high parent and family engagement and participation in campus events that are held during the school day and after school hours.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: We do not highlight academic events as often as special events.

Root Cause: We will highlight our parental involvement academic events and offer one event per grade level to showcase student work and portfolios.

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: Increase the percentage of students achieving Meets and Masters levels to ensure higher academic performance. Strategy: Students will participate in rigorous lessons developed in planning. Strategy's Expected Result/Impact: Students' critical thinking and application skills will improve through rigorous instruction, resulting in higher achievement and increased percentages of students performing at the Meets and Masters levels on state, district and campus assessments. Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Specialists	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: 4th grade math performance shows the greatest need for growth, with the lowest percentage of student meeting Approaches level. Strategy: Students will engage in small group instruction based on data reviewed at planning to meet their needs. Strategy's Expected Result/Impact: Targeted small group instruction will address individual learning gaps, leading to improved student performance. Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Specialists	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: Address achievement gaps among student groups to ensure equitable learning and improved performance for all learners. Strategy: Students will routinely engage in lessons with intentionally planned checks for understanding--such as exit tickets, quick writes, and turn-and-talk discussions--to monitor learning and inform instruction. Strategy's Expected Result/Impact: routine checks for understanding will help teachers to identify learning gaps in real time, allowing for adjustment to targeted instruction that increases student comprehension, engagement, and achievement. Staff Responsible for Monitoring: Principal, Assistant Principals and Instructional Specialists	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 4 Details	Formative Reviews		
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 5 Details	Formative Reviews		
Strategy 5: Improving Student Engagement: in the 2025-2026 school year, we will offer numerous student engagement organizations outside the school day that include: 2nd and 3rd grade dance team, 4th and 5th grade dance team, Student Council, Kindness Crew, Tech Headz (technology club), and Choir. Strategy's Expected Result/Impact: student engagement will increase due to the variety of the organizations being offered Staff Responsible for Monitoring: Principal and Assistant Principals	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 6 Details	Formative Reviews		
Strategy 6: Improving Student Engagement: in the 2025-2026 school year, we will encourage staff to participate in spirit events to engage with students and families outside the school day such as PTO sponsored Spring Carnival, monthly restaurant spirit nights, and attending student games and/or outside activities. Strategy's Expected Result/Impact: Stronger school culture and connections, with students feeling valued and more engaged through increased staff presence at family and community events.	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable

Strategy 7 Details	Formative Reviews		
Strategy 7: 1-3: Foundational TEKS will be taught daily utilizing HMH structured literacy lessons. Strategy's Expected Result/Impact: Regular participation in the AMIRA program and use of its data will help teachers tailor instruction to individual student needs, improving reading fluency, comprehension, and overall literacy growth. Staff Responsible for Monitoring: Principal and Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 8 Details	Formative Reviews		
Strategy 8: 1-3: To provide strong foundational skills Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: This will strengthen phonemic awareness and provide students with a solid foundation in early literacy and support long-term reading success. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 9 Details	Formative Reviews		
Strategy 9: 1-3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: Using data to differentiate literacy instruction will provide targeted support for students' individual needs, leading to improved reading skills, higher engagement, and increased academic growth. Staff Responsible for Monitoring: Principal and Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 10 Details	Formative Reviews		
Strategy 10: 1-3: Teachers will create and maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: Teachers will track student progress more effectively, identify learning gaps early, and provide targeted support, leading to improved student outcomes and growth. Staff Responsible for Monitoring: Principal and Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable

Strategy 11 Details	Formative Reviews		
Strategy 11: 4-5: Foundational TEKS will be taught daily (district-provided curriculum). Strategy's Expected Result/Impact: Regular AMIRA use and data-driven instruction will increase the percentage of students meeting the 50% reading mastery benchmark and improve overall reading proficiency. Staff Responsible for Monitoring: Principal and Instructional Specialists	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 12 Details	Formative Reviews		
Strategy 12: 4-5: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: Data-driven differentiated literacy instruction will address individual student needs, leading to higher reading mastery rates and increased overall student proficiency. Staff Responsible for Monitoring: Principal and Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Foundational TEKS will be taught daily utilizing the structured literacy lessons from the HMH curriculum. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal and Instructional Specialists	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Heggerty phonemic awareness lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal and Instructional Specialists	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal and Instructional Specialists	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal and Instructional Specialists	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Goal 5: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 5.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. Strategy's Expected Result/Impact: High-quality, TEKS-aligned instruction with rigorous learning experiences and manipulatives will deepen students' understanding of math concepts, leading to increased percentages of students meeting or exceeding their MAP RIT score and demonstrating annual growth. Staff Responsible for Monitoring: Principal and Instructional Specialist	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: Daily math fluency activities will strengthen computational skills and efficiency, supporting increased student achievement and growth on MAP assessments. Staff Responsible for Monitoring: Principal and Instructional Specialists	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: Consistent modeling and use of a problem-solving process will enhance students' critical thinking and application skills, leading to improved math proficiency and growth on MAP assessments. Staff Responsible for Monitoring: Principal and Instructional Specialists	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: Small group instruction will provide targeted support for individual learners, improving understanding of math concepts and increasing student performance and growth on MAP assessments. Staff Responsible for Monitoring: Principal and Instructional Specialist	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 5 Details	Formative Reviews		
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: Tracking student progress through a Progress Monitoring Notebook will allow teachers to identify learning gaps and adjust instruction, leading to improved math proficiency and measurable growth on MAP assessments. Staff Responsible for Monitoring: Principal and Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 6 Details	Formative Reviews		
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: Using math manipulatives will deepen students' conceptual understanding of math TEKS, leading to stronger problem-solving skills, increased engagement, and higher achievement on MAP assessments. Staff Responsible for Monitoring: Principal and Instructional Specialists	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive 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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Train staff, students, and parents on our safety practices such as drills, check-in and check-out procedures, car rider line procedures, emergency procedures, etc. so that we continue to maintain a high level of safety and security and are prepared in the event of an emergency. Strategy's Expected Result/Impact: By the end of the 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. Staff Responsible for Monitoring: Principal, Assistant Principals, ISs, Teachers	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps. 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. Staff Responsible for Monitoring: Principal, EOP Representative	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive 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		
Strategy 1: Implement a campus attendance action plan that supports maintenance of a 95% or higher overall attendance rate. This plan will include an incentive for students with two or less absence each nine weeks. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal and Assistant Principals	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal and Assistant Principals	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Violent incidents will continue to be 0%. Staff Responsible for Monitoring: Teachers, APs, Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: 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. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Teachers, ISS, APs, Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey. Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course. Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course. Staff Responsible for Monitoring: Principal, Assistant Principal(s)	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We will share the importance of teacher attendance at multiple staff meetings and celebrate each month that staff get perfect attendance with a certificate and staff bucks. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. Staff Responsible for Monitoring: APs, Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Moderate Progress
No Progress Accomplished Continue/Modify Discontinue			

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: #EachOneTeachOne on-campus professional development where teacher leaders teach others and teachers self-select what they need to learn - happening twice per semester. Redhawk Reflection staff blog - staff members take turns sharing best practices in our weekly staff blog. CFISD's Digital Learning Conference, Lead4Ward consultant for 2nd-5th grade teachers. Strategy's Expected Result/Impact: Application should be seen in teacher practice, lesson plans, and technology implementation in the classroom. Staff Responsible for Monitoring: Teachers, ISs, APs, Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: in the 2025-2026 school year, we will highlight everyday academic excellence twice per month on our social media platforms including either a photo and/or video in our post. Strategy's Expected Result/Impact: Families will feel more informed and connected to the school, leading to increased parent engagement and stronger home-school partnerships. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists and Campus Secretary	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: in the 2025-2026 school year, we will highlight a special event, student organization, or parent involvement event at least once per month on our social media platforms including either photos and/or video in each post. Strategy's Expected Result/Impact: Increased awareness and celebration of school events will strengthen parent involvement and foster a greater sense of community connection. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists and Campus Secretary	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: in the 2025-2026 school year, each grade level will host a parental involvement event where parents are invited to come to the school during the school day to either see a student product or complete a learning activity with their child. Strategy's Expected Result/Impact: parents will have more opportunities to engage in their child's learning, leading to stronger school-home partnerships and increased family investment in student success. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Campus Secretary	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: in the 2025-2026 school year, when an event is in one location and is easily recordable, we will offer a live link and replay option for families who cannot attend in person during the time being offered, such as our spelling bee, PTO general meetings, and 5th grade awards. Strategy's Expected Result/Impact: providing virtual access will expand family participation, ensuring more parents can stay connected and engaged in school events Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists and Campus Secretary	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Some Progress
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Principal	Michele Bickham	Principal (there is only one principal)
Teacher #1	Mary Garcia	Teacher #1
Teacher #2	Brittany Seden	Teacher #2
Teacher #3	Tyler Schneider	Teacher #3
Teacher #4	Tara Ferguson	Teacher #4
Teacher #5	Abby Phariss	Teacher #5
Teacher #6	Alyssa Odneal	Teacher #6
Teacher #7	Jamie Grein	Teacher #7
Teacher #8	Erin Gorman	Teacher #8
Teacher #9	Kendall Dobbs	Teacher #9
Teacher #10	Kaitlyn Calvin	Teacher #10
Other School Leader (Nonteaching Professional) #1	Miracle Spells	Counselor
Other School Leader (Nonteaching Professional) #2	Cherise Garcia	Counselor
Other School Leader (Nonteaching Professional) #3	Kelsey Marchand	Assistant Principal
Other School Leader (Nonteaching Professional) #4	Chelsea Stone	Assistant Principal
Other School Leader (Non-teaching Professional) #5	Carmen Walker	Instructional Specialist
Other School Leader (Non-teaching Professional) #6	Vacancy Vacancy	Instructional Specialist
Administrator (LEA) #1	Sherri Hoffman	Administrator (LEA) #1
Administrator (LEA) #2	Kelly New	Administrator (LEA) #2
Parent #2	Jennifer Leigh	Parent #2
Parent #1	Tracy Roberson	Parent #1
Business Representative #1	Alexander Soler	Business Representative #1
Business Representative #2	Scott Baxter	Business Representative #2
Community Member #1	Talia Barnes	Community Member #1
Community Member #2	Ashley Waite	Community Member #2

Addendums

Campus

Rennell

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	93%	95%	97%	99%	100%
Meets or Above	75%	78%	81%	84%	87%
Masters Grade Level	43%	46%	49%	52%	55%

2025-26	Target Check
96%	Met District Strategic Target
82%	Met District Strategic Target
52%	Met District Strategic Target

3rd Grade Early Childhood Reading Board Outcome Goal (Meet or Higher)					
	2024-25	2025-26	2026-27	2027-28	2028-29
All	87%	89%			
African Am.	79%	81%			
Hispanic	80%	82%			
Eco. Dis.	84%	86%			
EB	75%	77%			
SPED	44%	46%			
Highly Mobile	0%	2%			
High Focus	73%	75%			

2025-26	Target Check
91%	Met Reading Board Outcome Target
83%	Met Reading Board Outcome Target
90%	Met Reading Board Outcome Target
88%	Met Reading Board Outcome Target
79%	Met Reading Board Outcome Target
47%	Met Reading Board Outcome Target
100%	Met Reading Board Outcome Target
76%	Met Reading Board Outcome Target

3rd Grade Early Childhood Math Board Outcome Goal (Meet or Higher)					
	2024-25	2025-26	2026-27	2027-28	2028-29
All	79%	81%			
African Am.	67%	69%			
Hispanic	62%	64%			
Eco. Dis.	60%	62%			
EB	69%	71%			
SPED	33%	35%			
Highly Mobile	0%	2%			
High Focus	60%	62%			

2025-26	Target Check
82%	Met Math Board Outcome Target
71%	Met Math Board Outcome Target
64%	Met Math Board Outcome Target
64%	Met Math Board Outcome Target
71%	Met Math Board Outcome Target
38%	Met Math Board Outcome Target
100%	Met Math Board Outcome Target
63%	Met Math Board Outcome Target

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

To ensure the privacy of small student groups, data for performance levels with fewer than five students are not shown.

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026	%	%	%	%	%	%	%	%	%
					#	%	#	%	%	#	%	%	#	%
Reading	3	Rennell	ES1	All	214	97%	210	98%	87%	195	91%	64%	140	65%
Reading	3	Rennell	ES1	Hispanic	42	95%	40	95%	80%	38	90%	63%	29	69%
Reading	3	Rennell	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Rennell	ES1	Asian	57	100%	57	100%	98%	57	100%	76%	46	81%
Reading	3	Rennell	ES1	African Am.	24	96%	23	96%	79%	20	83%	58%	16	67%
Reading	3	Rennell	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Rennell	ES1	White	73	97%	72	99%	85%	64	88%	56%	44	60%
Reading	3	Rennell	ES1	Two or More	18	100%	18	100%	83%	16	89%	*	5	28%
Reading	3	Rennell	ES1	Eco. Dis.	33	100%	33	100%	84%	29	88%	55%	18	55%
Reading	3	Rennell	ES1	EB	42	94%	41	98%	75%	33	79%	38%	16	38%
Reading	3	Rennell	ES1	At-Risk	47	91%	44	94%	70%	34	72%	45%	22	47%
Reading	3	Rennell	ES1	SPED	32	85%	29	91%	44%	15	47%	*	5	16%
Reading	3	Rennell	ES1	Highly Mobile	1	*	1	100%	*	1	100%	*	1	100%
Reading	3	Rennell	ES1	High Focus	90	94%	86	96%	73%	68	76%	47%	43	48%
Reading	4	Rennell	ES1	All	185	95%	181	98%	82%	157	85%	45%	92	50%
Reading	4	Rennell	ES1	Hispanic	38	95%	37	97%	73%	29	76%	29%	12	32%
Reading	4	Rennell	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Rennell	ES1	Asian	52	94%	50	96%	83%	45	87%	68%	37	71%
Reading	4	Rennell	ES1	African Am.	23	93%	22	96%	80%	19	83%	37%	9	39%
Reading	4	Rennell	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Rennell	ES1	White	66	97%	66	100%	87%	59	89%	42%	31	47%
Reading	4	Rennell	ES1	Two or More	6	93%	6	100%	86%	5	83%	43%	3	50%
Reading	4	Rennell	ES1	Eco. Dis.	28	94%	27	96%	70%	20	71%	30%	9	32%
Reading	4	Rennell	ES1	EB	33	75%	26	79%	38%	14	42%	*	5	15%
Reading	4	Rennell	ES1	At-Risk	40	82%	34	85%	52%	22	55%	20%	9	23%
Reading	4	Rennell	ES1	SPED	30	72%	23	77%	44%	14	47%	24%	8	27%
Reading	5	Rennell	ES1	All	205	92%	192	94%	83%	175	85%	56%	118	58%
Reading	5	Rennell	ES1	Hispanic	45	88%	41	91%	73%	35	78%	41%	20	44%
Reading	5	Rennell	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	5	Rennell	ES1	Asian	53	96%	52	98%	93%	51	96%	70%	39	74%
Reading	5	Rennell	ES1	African Am.	27	91%	25	93%	78%	22	81%	48%	14	52%
Reading	5	Rennell	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Rennell	ES1	White	67	89%	62	93%	79%	55	82%	52%	37	55%
Reading	5	Rennell	ES1	Two or More	13	100%	13	100%	89%	12	92%	56%	8	62%
Reading	5	Rennell	ES1	Eco. Dis.	35	84%	30	86%	72%	26	74%	34%	13	37%
Reading	5	Rennell	ES1	EB	25	75%	20	80%	65%	17	68%	40%	11	44%
Reading	5	Rennell	ES1	At-Risk	52	79%	43	83%	64%	35	67%	36%	20	38%
Reading	5	Rennell	ES1	SPED	30	52%	17	57%	29%	10	33%	*	5	17%
Math	3	Rennell	ES1	All	214	94%	210	98%	79%	175	82%	43%	95	44%
Math	3	Rennell	ES1	Hispanic	42	85%	38	90%	62%	27	64%	31%	14	33%
Math	3	Rennell	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Rennell	ES1	Asian	57	98%	57	100%	95%	56	98%	71%	42	74%
Math	3	Rennell	ES1	African Am.	24	92%	24	100%	67%	17	71%	29%	8	33%
Math	3	Rennell	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Rennell	ES1	White	73	97%	73	100%	79%	60	82%	32%	26	36%
Math	3	Rennell	ES1	Two or More	18	100%	18	100%	83%	15	83%	*	5	28%
Math	3	Rennell	ES1	Eco. Dis.	33	90%	31	94%	60%	21	64%	23%	9	27%

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026	%	#	%	#	#	%	%	#	%
					#									
Math	3	Rennell	ES1	EB	42	81%	35	83%	69%	30	71%	*	5	12%
Math	3	Rennell	ES1	At-Risk	47	85%	41	87%	63%	31	66%	37%	19	40%
Math	3	Rennell	ES1	SPED	32	85%	28	88%	33%	12	38%	*	5	16%
Math	3	Rennell	ES1	Highly Mobile	1	*	1	100%	*	1	100%	*	1	100%
Math	3	Rennell	ES1	High Focus	90	87%	81	90%	60%	57	63%	31%	5	6%
Math	4	Rennell	ES1	All	185	89%	175	95%	77%	149	81%	46%	91	49%
Math	4	Rennell	ES1	Hispanic	38	86%	35	92%	69%	27	71%	21%	9	24%
Math	4	Rennell	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Rennell	ES1	Asian	52	92%	50	96%	82%	44	85%	60%	33	63%
Math	4	Rennell	ES1	African Am.	23	87%	21	91%	77%	18	78%	50%	12	52%
Math	4	Rennell	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Rennell	ES1	White	66	91%	63	95%	82%	56	85%	49%	34	52%
Math	4	Rennell	ES1	Two or More	6	86%	6	100%	64%	4	67%	50%	3	50%
Math	4	Rennell	ES1	Eco. Dis.	28	76%	22	79%	59%	17	61%	29%	9	32%
Math	4	Rennell	ES1	EB	33	69%	24	73%	50%	17	52%	*	5	15%
Math	4	Rennell	ES1	At-Risk	40	68%	28	70%	49%	21	53%	19%	9	23%
Math	4	Rennell	ES1	SPED	30	68%	21	70%	44%	14	47%	*	5	17%
Math	5	Rennell	ES1	All	205	92%	191	93%	79%	165	80%	55%	115	56%
Math	5	Rennell	ES1	Hispanic	45	90%	42	93%	71%	33	73%	39%	20	44%
Math	5	Rennell	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	Rennell	ES1	Asian	53	99%	53	100%	94%	51	96%	78%	43	81%
Math	5	Rennell	ES1	African Am.	27	83%	23	85%	65%	18	67%	39%	11	41%
Math	5	Rennell	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Rennell	ES1	White	67	87%	60	90%	75%	52	78%	49%	35	52%
Math	5	Rennell	ES1	Two or More	13	94%	13	100%	78%	11	85%	39%	6	46%
Math	5	Rennell	ES1	Eco. Dis.	35	78%	28	80%	47%	18	51%	22%	9	26%
Math	5	Rennell	ES1	EB	25	85%	22	88%	65%	17	68%	50%	13	52%
Math	5	Rennell	ES1	At-Risk	52	79%	43	83%	56%	31	60%	31%	18	35%
Math	5	Rennell	ES1	SPED	30	52%	17	57%	*	5	17%	*	3	10%
Science	5	Rennell	ES1	All	205	91%	192	94%	63%	145	71%	36%	78	38%
Science	5	Rennell	ES1	Hispanic	45	83%	39	87%	49%	26	58%	34%	17	38%
Science	5	Rennell	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	Rennell	ES1	Asian	53	93%	51	96%	83%	48	91%	57%	32	60%
Science	5	Rennell	ES1	African Am.	27	87%	24	89%	52%	17	63%	22%	7	26%
Science	5	Rennell	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Rennell	ES1	White	67	94%	65	97%	56%	44	66%	22%	17	25%
Science	5	Rennell	ES1	Two or More	13	94%	13	100%	56%	10	77%	*	5	38%
Science	5	Rennell	ES1	Eco. Dis.	35	81%	29	83%	41%	15	43%	*	5	14%
Science	5	Rennell	ES1	EB	25	75%	20	80%	55%	15	60%	30%	8	32%
Science	5	Rennell	ES1	At-Risk	52	78%	42	81%	40%	22	42%	19%	11	21%
Science	5	Rennell	ES1	SPED	30	57%	18	60%	*	8	27%	*	3	10%

2025-2026 Elementary Content Area

Standard Expectations

Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a literacy schedule containing all required daily components.
- 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
 - Incorporate the use of digital tools such as:
 - Google Suite
 - Scholastic Literacy Pro
 - Scholastic Storyworks (2nd-5th)
 - Boost Reading
 - Amira Suite
 - HMH Suite
 - Achieve 3000
 - Schoology
 - Incorporate the use of technology inside the Language Arts classroom after explicit and systematic instruction of literacy processes has occurred, and when it is the most developmentally appropriate tool for the task being asked of the student

Mathematics

- Maximize instructional time by developing, posting, and consistently following a math schedule containing all required daily components.
- Model and expect students to use a problem-solving process by utilizing strategies included in Teacher Notes.
- Post and use classroom-created anchor charts in math classrooms.
- 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.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Use Bloom in Math student booklets in Kindergarten-5th grade and 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, Performance Matters, 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
 - Use district-approved 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 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 an Interactive Science Notebook in 1st-5th grades to record observations and demonstrate understanding of scientific concepts.
- Utilize the Science Study Guide (2nd-5th grades) to interpret diagrams and research/locate/generate information.
- Utilize the daily learning intention referenced in District Lessons at the start of each science block.
- Facilitate and maintain a student-created Interactive Word Wall in 2nd-5th grades.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Model the thought process utilized when analyzing scientific questions in 2nd-5th grades.
- Analyze data from observations and experiences to derive meaning, along with recurring themes and concepts.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and academic language.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and 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:
 - o Use Chromebook devices to engage in face-to-face and digital collaboration
 - o Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - o Collect and represent data using digital tools such as digital microscopes, Google Suite, etc.
 - o Communicate and share conclusions using digital tools

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
- Utilize technology to encourage music composition as appropriate
- 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.
- Design open-ended lessons that highlight student voice, creativity, and problem-solving approaches.
- Introduce a range of media, techniques, and processes, including technology (e.g., digital tools) to foster creativity, support skill development, and encourage original outcomes through engaging art projects and research opportunities.
- Explore visual art-related careers to connect learning with real-world opportunities.
- Encourage students to connect learning in art with other areas of knowledge, such as math, reading, science, and social studies.
- Reflect regularly on teaching practices to support continuous professional growth.
- Utilize the resources available to teachers, including the CFISD adopted instructional materials, CFISD Benchmarks, and CFISD Curriculum Standards.
- Incorporate technology to foster creativity through engaging digital art projects and relevant research opportunities.
- Encourage excellence by offering students various opportunities to compete and exhibit their work through contests and community events such as the Houston Rodeo School Art Contest, Texas Elementary Art Meet (TEAM contest), and campus or districtwide art exhibitions.