

Cypress-Fairbanks Independent School District

Rennell Elementary School

2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard

To perform better today than we did yesterday

Vision

LEAD - Learn. Empower. Achieve. Dream.

Value Statement

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The staff at Rennell Elementary School includes 33 teachers, 12 para professionals (Clerical and instructional), and 7 Administrators (Librarian, Counselor, instructional Specialist, Assistant Principals and Principal).

The student population as of September 2015 is: 18% Hispanic, 0% American Indian, 26% Asian, 14% African American, 0% Pacific Islander, 35% White, and 6% Multi-Racial. Additionally, the campus serves 0% Bilingual, 16% English as Second Language, 5% Special Education, and 13% economically disadvantaged students.

2014-15 attendance rates include: 96.8% Hispanic, 97.5% African American, 97.2% White, and 96.9% economically disadvantaged.

The most current data indicate the campus has a 10.6% mobility rate.

Source:

- Personnel (campus data)
- Demographics (eSchool)
- Attendance (Cognos AMS)
- Mobility (2015 Accountability Reports)

Demographics Strengths

Low mobility we have stable and diverse population. Even after losing many of our students to a new school, we are still seeing an increase in enrollment above what was projected. The school is respected by the community. High parent involvement.

Demographics Needs

The following needs have been identified and are listed in priority order:

1. More staff
2. More diverse staff.
3. Cultural awareness.
4. District support and services to help with parents of ELL's.

Student Achievement

Student Achievement Summary

Student Achievement:

Subgroups:

	2013-2014							2014-2015						
	AA	H	W	A	SPED	ECO	ELL	AA	H	W	A	SPED	ECO	ELL
Reading														
3 - 5	85%	90%	97%	94%	92%	85%	72%	92%	92%	97%	96%	64%	94%	72%
Level 2														
Math														
3- 5	84	92	97	100	94	85	90	88	93	97	97	73	90	84
Level 2														
Writing														
4	78	90	86	88	100	77	*	80	83	96	96	*	88	*
Level 2														
Science														
5	84	84	99	100	89	85	62	97	95	90	100	70	98	*
Level 2														

Big Ideas to work toward this 2015-2016 school year:

****Targeting/increasing all sub-population groups toward **Level 3** proficiency in all subjects should be addressed in this upcoming year.

Student Achievement Strengths

All standards were met in the areas of Student Achievement, Student Progress, Closing Performance Gaps and Post secondary Readiness. There were increases in all subject areas. The AA and Economically Disadvantaged populations increased in all subject areas. Teachers had an increase in tutoring hours, geared their instruction, created effective, meaningful lessons, and focused on targeted instruction and small groups. There have been extra supports in all subjects and teachers have implemented flexible regrouping when appropriate. Teachers implement professional development, accommodations, specific strategies geared towards students, and a multitude of interventions.

Student Achievement Needs

One of the biggest areas of need is our Special Education population. The data shows that there was a drop in achievement. More visual supports for our sped and English Language Learners, small group instruction, and targeted interventions using research based strategies will be put into place. Data from walkthroughs, data meetings with the Instructional Specialists to determine student needs will be ongoing throughout the year.

School Culture and Climate

School Culture and Climate Summary

Rennell's discipline data for the 2014-2015 school year shows our primary incident is inappropriate physical contact w/peers with the majority of incidents occurring in the classroom. Our data among the different ethnicity student groups as follows: Hispanic- 59- infractions; White-99- infractions; A.A.- 84- infractions. There were 72 bus infractions in the 2014-2015 school year.

Students respond favorably to interventions put into place to increase appropriate behavior such as Student contracts or Plan A's with the support of the staff and administration.

Effective procedures are in place to promote safety. Initiatives include Project Safety, Cy-Fair SAM, and administrations reviews the Code of Conduct with all students.

When reports are made, administration and the counselor use the Bullying Investigation packet.

Students have the opportunity to participate in a variety of clubs and extra curricular activities as noted below:

Honor Choir, Horizon's Showcase, Technology Fair, Music Memory, Name That Book, Spelling Bee, Girls Fit Club, Watch Dogs, and Name That Book, and Student Council.

School Culture and Climate Strengths

Rennell is a Game On Campus where we focus on specific academic and behavioral goals. Responsibility and accountability at Rennell are a major focus and we track this using a point system. Administration is proactive by maintaining a constant presence throughout the building, as well as visiting classrooms on a daily basis. Rennell focuses on a tiered disciplinary approach. Teachers use brainbased, schoolwide rules to promote a positive, structured, and learner centered environment.

School Culture and Climate Needs

Rennell's discipline data shows a need for more support in the classrooms to decrease the number of physical contact among peers. The data also shows that supports need to be put in place to help decrease the number of bus referrals. Bus seating charts and working with bus drivers to decrease and help eliminate bus reports will be implemented.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

A committee for interviewing is formed each year once allocations and openings have been determined. This committee receives training for the interview process as well as reviews the campus goals, culture and vision. As a result, there are multiple people providing input into the decisions for candidates that should be considered. Our campus was represented at the district job fair where we provided information to prospective candidates. Several candidates from the job fair were called in for interviews at a later time.

Staff Quality, Recruitment, and Retention Strengths

All of the professional staff at Rennell met the highly qualified status. Thirty nine staff members (all of the teachers and many of the teaching assistants) have their Bachelors degree from a four year university. There are some paraprofessionals that are working on their Bachelor's degree. There are currently many staff members that have one or more Master's degrees and four staff members that are currently working on getting their Master's degree. We have two staff members that are currently working on their Doctorate.

The Employee Perception Survey is used by administrators to review and revise campus procedures to better meet the needs of the staff.

Training is continually provided to add to the strengths of teachers such as Pete Hall and Elizabeth Martin writing training. This is in addition to the training offered through the district. Our Instructional Specialists meet and plan with teachers every week to ensure quality of instruction. The administrative team does daily walk-through visits, collecting data about instruction. The data is shared with teachers (each nine-weeks) so that they are able to see their teaching patterns as they apply to student performance.

There is an expectation that teachers are certified in ESL and GT in order to meet the needs of students in their classes. Those that do not have this certification already are expected to get this certification within the first two years that they work here.

We have an active hospitality committee that works to provide staff with celebrations. We also participate in many outside organizations to support breast cancer awareness, childhood cancer, and the American Heart Association. Our staff is very active in the community.

Staff Quality, Recruitment, and Retention Needs

Our staff diversity does not currently reflect our student population. We continue to seek additional qualified candidates that reflect our student population. Staff is continuously seeking ESL and GT certification.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Rennell Elementary implements the district's math curriculum which includes Fact Fluency. Teachers will focus on basic facts daily with all students. The district's fact fluency plan will allow parents to utilize the components from home. In addition, teachers are provided with multiple trainings throughout the year that are geared to new teachers and teachers that have changed grade levels. Math instructional schedules are based on student needs according to the district's focus, objective, and direct instructional time.

The district's science curriculum supports more engagement and hands-on activities using the 5E model. Students utilize multiple labs to gain a better understanding of science topics. Students are encouraged to develop their own experiments and they continue to utilize the scientific process. Students are able to use the Gizmo continually recording their own data.

Rennell Elementary implements the district's Language Arts Curriculum with other consultants to help facilitate student growth. Teachers plan for writing using Elizabeth Martin throughout the year. The district provides writing training for all fourth grade Language Arts teachers. Teachers focus on small group reading instruction, grouping students by their academic needs. They use a variety of assessments to target their instruction and meet all students' academic needs.

Teachers can use ipads and the "Bring your own device" (BYOD) to be utilized to further embed technology into instruction.

Classroom teachers will post objectives, products, and schedules to maintain a structured learning environment. All assessments (Benchmarks, District Progress Measures (DPMs), teacher and district created checkpoints, quizzes, informal teacher assessments, and critical writing analysis in grade-level and vertical planning will be used to determine student growth and lessons.

Curriculum, Instruction, and Assessment Strengths

Curriculum is monitored by administration during weekly planning meetings, as teachers plan to focus on instructional strategies to meet the needs of their diverse students.

Instruction is tailored to meet student needs, taking into consideration information from data meetings, Response to Intervention (RtI) history, and assessment results. Instructional quality and curriculum fidelity is monitored through administration-led walkthroughs, focusing on best teaching practices. Instructional quality is also fostered through the collaborative efforts of grade level teams who meet weekly with the instructional specialists to discuss plans for differentiated instruction in an attempt to meet students' needs as well as alignment with district curriculum.

Interventions in classrooms are applied as students show a need for reteaching. Additional interventions will be added as necessary to achieve successful

progress. Instructional effectiveness and student progress is monitored through assessments by tracking their data every 3 weeks.

Rennell performs the weekly "Academic Bowl." This activity enables students to further test their understanding and application of concepts taught. It also provides teachers with feedback as to the areas needed for reteaching.

Rennell has several model teachers that are being used a resource for curriculum implementation, instruction, and assessment.

Curriculum, Instruction, and Assessment Needs

Teachers new to Rennell and to grade/content will have the opportunity to attend "Share Sessions." This will allow for staff members to collaborate with each other and provide support.

Vertical planning and PLC's will be utilized to align curriculum across the grade levels. These PLC's will provide an opportunity to discuss new ideas, implementation of new curriculum and good teaching practices. The district will continue its practice and provide training for new teachers to the profession and new to their grade/content.

Teachers will communicate with parents in the area of classroom needs.

Family and Community Involvement

Family and Community Involvement Summary

Parents are encouraged to be a part of and provide support at Rennell. We strive to involve parents in ways that have a direct impact on students and teachers. We seek new ways to communicate with parents and community. Community supports are utilized (Kroger, Chick-fil-A, Springcreek BBQ, Roadhouse, and Towne Lake) to help bring attention to our goals and successes. Along with district events, our teachers put together additional events to better inform our parents of how to work with their students (Curriculum Night).

For the 2015-2016 school year, Rennell was adopted by HEB and Lonestar College. These adoptions will increase our volunteer base and promote community support throughout the year. Rennell will continue to promote Jr. Achievement, PAC (Parent Advisory Committee), and weekly updates from the Principal.

Family and Community Involvement Strengths

Library

Assistance in classrooms - providing volunteer support

Assistance with school fundraisers

Assistance with funding to provide additional ancillary equipment

Teacher texts, e-mails and phone calls

Facebook

PTO Facebook

School messenger and Remind 101 texts

PTO watchdog

School newsletters

Twitter - @rrstepitup and @rennellredhawk

Family and Community Involvement Needs

Increase the number of ways to reach those with cultural differences.

Find more ways to allow stay-at-home moms who have infant children to participate in volunteering- brown bag procedure.

Provide more specific opportunities for support and involvement through parent read aloud, real-life relevance and content area presentations (math/science) rather than just party day participation.

Parents will be provided with hands on orientation.

School Context and Organization

School Context and Organization Summary

Rennell is focused on performing better today than yesterday. The philosophy goes hand-in-hand with the Growth Mindset idea. Rennell focuses on where we are going and celebrates the small and incremental movements to get there. Goals, performance objectives and strategies are shared out to staff through staff development, faculty meetings, "team meetings", and grade-level planning. Student performance is constantly reviewed and needs are addressed through school resources. A variety of committees and opportunities are available for growth as professionals and as a campus.

School Context and Organization Strengths

RtI

Vertical Planning- Professional Learning Communities amongst Math and English/Language Arts

Common Planning Time

Faculty Meetings/Team Meetings

CPOC

Grade-level Leaders

Duty Rosters

Supervision/CFPGS schedules

Protected Instruction

Teacher goal setting process

Campus health & safety action committee

Grade level leaders and Administrative team utilize the Evernote application to enhance communication and meeting notes.

School Context and Organization Needs

There are multiple avenues to communicate with the community and staff.

Technology

Technology Summary

Technology is provided, utilized and housed in each individual classroom. Additional technology is available for check-out throughout the school. A variety of online programs are made available to teachers and students as well as access at home.

For the 2015-2016 school year, the student to teacher ratio is lower. All teachers at Rennell have a webpage to display current events and/or classroom information to better increase parent communication.

Each teacher has been provided and trained on the appropriate route to solve technological issues. There has also been an influx of equipment and resources due to lower enrollment that allows for students and teachers to expand their usage of technology.

Teachers have multiple resources available to them through the Staff drive.

Technology Strengths

Classroom sets of laptops

Ipads

Variety of online Interventions - Istation, Kidbiz, GIZMO, Sum Dog, Fast Math, MyOn readers

Progress monitoring online - Istation

BYOD policy

Youtube teaching

Math programs

Technology Needs

Teachers will attend Smart board training to implement multiple types of programs that can be operated through the Smart board.

Teachers will be trained on new technology practices and strategies to help promote students understanding and learning.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Highly qualified staff data
- PDAS and/or T-TESS

Goals

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

Performance Objective 1: Science: By May 2016, increase performance of each student group on STAAR Science by the amounts noted on the attached CIP Data Table.

Summative Evaluation: STAAR Science








Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Extended learning opportunities will be made available for students who are struggling, including special education, AA and ED students.	Teaching Staff, Instructional Specialists	Documented small group/ individual interventions including small group instruction and reports from research based programs such as iStation, and Kid Biz . Student performance on DPM, CBA, and STAAR will be 80% or higher.			
2) Teachers in grades 2 through 5 will focus instruction in the areas of Earth Science to increase understanding of topics related to Earth and Space including science presentations using life size 3-D models.	Teaching Staff, Instructional Specialist, Administration	Scores of 90% or higher on DPM, Benchmarks, and STAAR for Category 2.			
3) Teachers will use a variety of strategies which include high levels of rigor to increase performance of all populations and decrease the performance gap between the different sub-populations.	Teaching Staff and Administration	Increased rigor as noted in walk-through data. Increase in student performance on checkpoints, unit tests, DPM, Benchmark, and STAAR tests shown through checkpoint scoresheets.			
4) Teachers will plan with the Instructional Specialist to ensure the lessons are following the 5 E format and include active hands-on participation by students.	Teaching Staff, Instructional Specialist, and Administrators	Walk-through data, lesson planning meetings, lesson plans and increased scores on checkpoints, unit tests, Benchmarks, DPM, and STAAR.			
5) Students in 3, 4, and 5 will participate in a hands-on, life-size model of earth formations. The tactile and kinesthetic activities will increase student understanding of erosion, deposition, land formations, and other Earth Science skills.	Teaching Staff, Administration	Scores of 90% or higher on DPM, Benchmarks, and STAAR for Category 2.			
6) Teachers will participate in data digs to analyze science data and design instruction to meet student needs.	Teachers, Administrators, Instructional Specialists	Lesson plans reflecting an emphasis on areas requiring more focus from analyzing checkpoints. Improved scores on checkpoints, DPM, Benchmarks, and STAAR with 90% or greater passing.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

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

Performance Objective 2: Mathematics: By May 2016, increase performance of each student group on STAAR Math by the amounts noted on the attached CIP Data Table.

Summative Evaluation: STAAR Math

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Teachers in grades K-5 will improve students understanding of number sense and automaticity of basic facts.	Teachers, Instructional Specialist, Administration	Improved performance on Checkpoint, DPM, and Benchmark scores. Discussions during weekly planning meetings with the Instructional Specialist.			
2) Teachers will use a variety of visuals, manipulatives and additional strategies to increase rigor and relevance of math concepts in all grade levels and each student group.	Teachers, Instructional Specialists, Administration.	Walk-through data will demonstrate the use of a variety of strategies and monitor the rigor and relevance of lessons in math. Student performance on Checkpoints, DPM, Benchmarks, and STAAR will also provide information about progress on this strategy.			
3) Teachers will use the guided math format in grades 2-5 in the classrooms to increase small group instruction for learners.	Teachers, Administration	A comparison of walk-through data over each nine-week grading period will show evidence of increased (greater than or equal to 50 %) in the use of manipulatives and small group instruction.			
4) Teachers and staff will continue to implement Cooperative Learning Groups for math to promote working as an independent community of learners, each with defining roles.	Teachers, Instructional Specialist, Administration	Students will have an increase in cooperative group skills, critical discussions using varied forms of partner talk, problem solve, analyze, and then demonstrate their understanding of the group objective.			
5) Teachers will begin creating a library of videos demonstrating concepts for math. These will be used as both preteaching and review for students. Videos will also be available for parents to help explain what students are learning in class.	Teachers, Administrators, Instructional Specialist	An increase in the number of videos available on SpeerMath channel. An increase in the number of teachers participating in the creation and use of math videos. A survey of parents to determine how helpful they feel the videos are for them and their child.			
6) Teachers will attend district math trainings to improve understanding of the new TEKS.	Administration	100% attendance at all trainings.			
7) Teachers will participate in data digs to analyze math data and design instruction to meet student needs	Teachers, Administration, Instructional Specialist.	Lesson plans reflecting an emphasis on areas requiring more focus. Improved scores on checkpoints, DPM, Benchmarks, and STAAR with 90% or greater passing.			

8) Teachers in grades K-1 will utilize a mixed ability format in the classrooms to increase small group instruction for learners.	Teachers, Instructional Specialist, Administration	A comparison of walk-through data over each nine-week grading period will show evidence of increased (greater than or equal to 50 %) in the use of manipulatives and small group instruction.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

Performance Objective 3: Reading/ELA: By May 2016, increase performance of each student group on STAAR Reading/ELA by the amounts noted on the attached CIP Data Table.

Summative Evaluation: STAAR Reading/ELA












Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Teachers will participate in data digs to analyze reading data and design instruction to meet student needs	Teachers, Administrators, Instructional Specialists	Lesson plans reflecting an emphasis on areas requiring more focus. Improved scores on checkpoints, DPM, Benchmarks, and STAAR with 90% or greater passing.			
2) We will monitor the progress of African American, Hispanic, and Economically Disadvantaged, SPED, and ELL groups by tracking the percentage of students passing three-week common assessments at 80% or better. The scores will be recorded in teachers playbook by subject matter.	Teachers, Administrators	Data charts in the playbook will show progress made each three weeks by students in these student groupings.			
3) Teachers in Kindergarten and First will provide daily instruction in phonics. Teachers in grades Second through Fifth will increase student capacity for vocabulary through informational texts, poetry, and non-fiction.	Teachers. Instructional Specialist	Improved scores on checkpoints, DPM, Benchmarks, and STAAR with 90% or greater passing in Category #3.			
4) Teachers will provide students with instruction in the area of summarization and inferencing through direct teaching and modeling during read-aloud with accountable talk.	Teachers, Instructional Specialist.	Improved scores on checkpoints, DPM, Benchmarks, and STAAR with 90% or greater passing in Category #2.			
5) Fourth and Fifth Grade students that have shown a history of low performance on Reading STAAR will be serviced through small group instruction. These teachers will collaborate with the Reading Enrichment Specialist and the Language Arts Instructional Specialist.	Language Arts Teacher, Reading Enrichment Specialist, Language Arts Instructional Specialist and Administration	Improved scores on checkpoints, DPM, Benchmarks, and STAAR with 90% or greater passing the overall reading.			
6) Struggling students will be provided small group instruction before, after, or during the day for research based interventions such as reading enrichment, Kid Biz, iStation, etc.	Teachers, Administrators	By the end of the 2015-16 school year, students identified for interventions will show one year's growth in their reading performance.			
7) Special Ed students in reading in grades 3-5 that have shown a history of low performance on Reading STAAR will be serviced through collaboration of Special Ed and General Ed teachers.	Grades 3-5 Language Arts teachers, Special Education and Administration	Improved scores on checkpoints, DPM, Benchmarks, and STAAR with 90% or greater passing the overall reading.			

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

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

Performance Objective 4: Writing: By May 2016, increase performance of each student group on STAAR Writing by the amounts noted on the attached CIP Data Table.










Summative Evaluation: STAAR Writing

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Teachers in grades 2-5 will use Write Source, Editing Invitations, and Mentor Text as a part of writing strategy groups.	Teachers	The passing rate for students in Category #3- Editing and Revising will be at 90% or higher on the Fourth Grade STAAR writing assessments and EOY DPM for grades 2, 3, and 5.			
2) Teachers in grades 1-4 will attend Elizabeth Martin training and incorporate strategies they have learned into their writing workshop.	Teachers, Administration, Instructional Specialist.	The passing rate on writing assessments will be at 90% or higher on the Fourth Grade STAAR writing assessments and EOY DPM for grades 2, 3, and 5.			
3) Teachers in grades K through 5 will use the district writing units of study as well as strategies embedded in the district scope and sequence.	Teachers, Instructional Specialist	90% percent or better will meet or exceed the district standards for writing on DPM and benchmarks.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

Performance Objective 5: Cross-Curricular: By May 2016, increase performance of each student group across all content areas by the amounts noted on the attached CIP Data Table.








Summative Evaluation: STAAR Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Teachers will post their objective and product for all subjects daily.	Teaching Staff, Administrators	Data collected during walk-through visits to classrooms will provide evidence of objectives. This data will be shared with teachers each nine weeks. In addition, observers will question students to determine if students are aware of what they are learning and how they will know if they have learned it. In addition, we will look for scores of 90% or higher on DPM, Benchmarks, and STAAR.			
2) Student performance will be tracked by our most difficult to reach student groups. (AA, ED, H, SPED, and ELL) Teachers will track the percentage of students performing at 80% or better on three-week common assessments to see how well students are mastering skills in the four core subject areas.	Teaching staff, Administrators	Results from assessment will show an increase in student performance throughout the school year.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

Performance Objective 6: College & Career Readiness: Create a culture that prepares all students for a full-range of postsecondary options through motivational and experiential college and career experiences.


Summative Evaluation: Offering of college and career activities

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Monthly college/career days will be celebrated to increase student awareness of their choices following graduation. Each classroom will select one college to research and share school wide.	clerical staff, teaching staff, administrators, counselor	Students' discussions about future college and career choices will be evident in their writing and class discussions. The percentage of students participating in college shirt day will increase. Documentation of guest speakers who come to talk about their careers and how they prepared for their career. Students will be more aware of more college choices and options.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = 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: Attracting and Retaining Highly Qualified Teachers: 100% of the teachers on the campus are highly qualified.

Summative Evaluation: Highly Qualified Teacher Compliance report

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) In the event that we have to place a non-Highly Qualified teacher in a core academic classroom, we will notify parents, develop an individualized plan to make certain the teacher becomes highly qualified, or place a highly qualified teacher in the classroom. Additionally, we will implement the strategies in the district Highly Qualified Teacher Continuous Improvement Plan.	Principal	Highly Qualified Teacher Compliance report	✓	✓	✓
					

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

Performance Objective 2: Campus Culture: Build a strong and supportive environment, for both academic and personal growth, conducive to student learning.

Summative Evaluation: Surveys

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Continue to monitor student discipline data to reduce office referrals and to promote positive interactions	Administrative Team	Discipline Data Reports			
2) Continue to offer leadership opportunities and extra curricular activities such as Student Council, Watch Dogs, 4th/5th Grade Honor Choir, Name that Book, Community Service Club, Destination Imagination etc. to promote healthy students and motivate and cultivate individual leadership in students.	All Staff and Administrative Team	The overall popularity and growth of the programs listed.			
3) Continue to present Project Safety Lessons on bullying and being drug free	Counselors	Decline in number of bullying incidents			
4) Monitor student behavior on buses by requiring bus seating charts and by frequent bus walk throughs.	Administrative Team, Bus Drivers	A decrease in the number of bus referrals and the severity of the incidences on the bus.			
5) 5) We will foster leadership skills through staff development opportunities, continuing education opportunities, and mentoring opportunities, throughout the year.	Principal/ Staff	Number of teachers pursuing advanced degrees, number of staff participating in leadership training opportunities, number of staff members taking on leadership roles within the school and/ or district.			
= Accomplished = Considerable = Some Progress = No Progress = 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: Safe and Healthy Environment: Reduce overall discipline referrals by 5% from the previous school year. Provide a coordinated school health and physical activity program in which 100% of the students participate.










Summative Evaluation: District-developed discipline reports, Fitnessgram

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Coordinated School Health Strategies: Students will participate in CATCH lessons and Fitnessgram.	Physical Education Teachers	Students will make healthy choices and meet Fitnessgram goals.			
2) Staff and students will participate in all of the district safety drills throughout the school year.	Administrative Team	Documented safety drills			
3) All students will participate in monthly Project Safety Lessons. Teachers will reinforce concepts taught in the classrooms.	Teachers, Counselors	Lesson plans and dates for lessons			
4) Students will be given instructions about how they can report concerns such as bullying, harrasment, etc. using the Tipline. Parents and Students will learn how to access tipline by going to school or district website.	Teachers, Administrators	Dates that assistant principals did training with students posted on school website and district website			
5) The assistant principals will provide class lessons for students to help them understand the Code of Conduct and their responsibility for behavior at school and on the bus.	Assistant principals	Dates for classroom lessons. Code of Conduct Acknowledgements from parents and students.			
6) Using our Game On strategy, teachers and administrators will work with students to clarify behavior expectations, provide time for behavior recovery, and use logical consequences.	Teachers, Administrators, Counselors	Reduction in the number of students that are given office referrals. Reduction in the number of students that are given bus referrals. Reduction in the number of students that are given in-school suspensions as a consequence. Reduction in the number of students that are given out-of-school suspensions. Discipline data that is more reflective on the percentages of student groups on our campus.			
7) The Rennell Administrative Team will participate in the Safety Conference in August. Following the conference, the team will review safety plans for all drill types and make any needed adjustments to the plan. After each drill is completed, the team will debrief and make any additional changes that are needed. The staff will be trained on the EOP. Staff will participate in at least one table top drill each semester.	Administrators	Attendance records at the August Safety Conference. Notes from debriefing sessions following each drill. Agenda from Faculty Meetings where table top drills were discussed.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

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

Performance Objective 4: Attendance/Dropout Prevention: Average daily attendance will be at or above 98% or higher.










Summative Evaluation: Attendance reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) Increased attendance will continue to be emphasized and tracked within the student and staff population.	Teachers, Registrar, Administrative Team	Increase in Attendance Rates, Game On results improvement, increased assessment test scores			
2) Perfect Attendance Recognition will be given at the end of each nine weeks.	Teachers, registrar, Administrative Team	Number of students reaching perfect attendance each 9 weeks. There will be a certificate for perfect attendance at the end of the school year.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 3: Communications and Community Relations: The district will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents and the community at-large to be involved in our schools.

Performance Objective 1: Parent Involvement and Communication: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Summative Evaluation: Parent participation numbers, parent surveys

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
1) We will communicate using various methods of communication with parents. Such as, electronic newsletter, Rennell Remind 101, Teacher Remind 101, PEAMS newsletter School Messenger and call outs, Rennell Facebook Page, Rennell PTO Facebook Page, Marquee, teacher web pages, Twitter, Instagram and Library Home Page.	Administrative team and teachers	Higher Parent Attendance at all school functions and increased communication between teacher and student/family.			
2) Parent advisory meetings will be held each month to provide parents with an opportunity to ask questions and provide input into the daily operations of the school.	Principal	Attendance at meetings			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

2015-2016 Campus Performance Objectives Committee

Committee Role	Name	Position
Administrator	Leslie Thomas	Principal
Administrator	Rebecca James	Assistant Principal
Administrator	Molly Swanson	Assistant Principal
Classroom Teacher	Tiffany Cheadle	Third Grade Teacher
Classroom Teacher	Kim Cutbirth	Second Grade Teacher
Classroom Teacher	Michelle Fernandez	Fifth Grade Teacher
Classroom Teacher	Wynter Fuller	Fourth Grade Teacher
Classroom Teacher	Leslie Holderfield	Special Education Teacher
Classroom Teacher	Cheryl Malone	First Grade Teacher
Classroom Teacher	Emily Puente	Kindergarten Teacher
Classroom Teacher	Darrell Sheppard	PE Teacher
Community Representative	Jerrell Brewer	Mira Mesa Community
Community Representative	Barbara Locke	Towne Lake Community
District-level Professional	Robin Wishkoski	District Coordinator
Non-classroom Professional	Mariana Buentello	Instructional Specialist
Non-classroom Professional	Joel Palomare	Library/Media Specialist
Non-classroom Professional	Cheryl Schindler	Counselor
Non-classroom Professional	Marci Walker	Speech Therapist
Non-classroom Professional	Pamela Williams	Instructional Specialist
Paraprofessional	Belinda Sepulveda	Administrative Secretary
Paraprofessional	Ulrin Smith	Teaching Assistant
Parent	Angela Elliott	
Parent	Corrin Wilcox	

Addendums

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 iXplore, the curriculum management system. iXplore is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions.
- Teacher teams meet weekly (the appropriate number of times) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students’ needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
 - use technology (including but is not limited to online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
 - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
 - develop academic language proficiency through speaking, reading, writing, and listening;
 - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
 - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master’s Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring

- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
 - review of lesson plans;
 - participation in team planning by administrators;
 - participation in data review/data dig sessions; and
 - monitor iXplore use.
- Campus leaders use FAST (Feedback, Accountability, and Support Tool), 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

English Language Arts/Reading

- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule that contains all components.
- Ensure that students read and write every day and teach/re-teach the reading and writing processes throughout the entire school year.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts and allow students to select from among varied genres and reading levels in classroom libraries.
- Post and use anchor charts in English language arts/reading 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 and best practices to teach revising and editing skills and apply language conventions within the context of writing.
- Use the *Continuum of Literacy Learning* and District and campus data to differentiate literacy instruction using individual conferences and small group guided reading or strategy group instruction.
- Integrate social studies and theater arts TEKS in English language arts/reading classes.

Mathematics

- Model and expect students to use the 4-step Problem Solving Process with all math problems.
- Post and use student-made anchor charts in math classrooms.
- Teach fact fluency for 10-15 minutes daily during math instruction.
- Use FASTT math to assist students with fact fluency.
- Use math manipulatives and provide hands-on experiences to help students develop concept understandings.
- Teach using District suggested best-practice strategies. Do not use "tricks" as they do not provide students with a mathematical explanation or understanding.
- Use Interactive Math Notebooks and send them home daily in 2nd- 5th grade.

Science

Engage students with 5E lessons that

- are hands-on, inquiry-based lessons that require students to design and conduct experiments according to grade level TEKS expectations (K-1 = 80% of time, 2nd-3rd = 60% of time, 4th-5th = 50% of time);
- have students collect, analyze, and represent data in a variety of ways (graphic organizers, tables, charts, diagrams, infographics, foldables);
- have students communicate results orally and/or in writing;
- cause critical reasoning and thinking to find relevant solutions to classroom-based problems and real world applications;
- integrate technology applications such as web 2.0 resources, Explore Learning, National Geographic, and Houghton Mifflin Harcourt Science Fusion; and
- facilitate an understanding of science vocabulary using note booking and communication skills (listening, speaking, and writing).

CPOC Meeting Dates 2015-16

Public Hearing

Campus	Date	Time	Location
Rennell Elementary	September 23, 2015	all day	Library
Rennell Elementary	October 29, 2015	8:00-9:00 AM	Library
<i>Rennell Elementary</i>	<i>December 3, 2015</i>	<i>8:00-9:00 AM</i>	<i>Library</i>
Rennell Elementary	January 13, 2016	8:00-9:00 AM	Library
Rennell Elementary	February 17, 2016	8:00-9:00 AM	Library
Rennell Elementary	March 30, 2016	8:00-9:00 AM	Library
Rennell Elementary	April 29, 2016	all day	Library

Cypress-Fairbanks Independent School District
Department of School Improvement and Accountability

Evaluation of 2016 CIP Targets

The targets listed below meet minimum expectations.

Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

2015 and 2016 English STAAR (Does not include Spanish, L, A, or Alternate 2) (SSI #1 data 07-14-16 and STAAR 3-8 data 07-11-16)													
Content	Level	Grade	Campus	Student Group	2015 # Tested	2015 Data at 2016 Standard		% Growth Needed	2016 Incremental Growth Target	2016 Results	Difference from 2016 Target	Difference from Previous Year	2016 Evaluation
						Met	%						
Reading	ES	3	Rennell	All	178	168	94%	0%	94%	92%	-2%	-2%	Did Not Meet
Reading	ES	3	Rennell	Hispanic	54	50	93%	0%	93%	100%	7%	7%	Exceeded
Reading	ES	3	Rennell	Am. Indian	*	*	*	*	*	*	*	*	*
Reading	ES	3	Rennell	Asian	22	21	95%	2%	97%	95%	-2%	0%	Did Not Meet
Reading	ES	3	Rennell	African Am.	31	28	90%	3%	93%	70%	-23%	-20%	Did Not Meet
Reading	ES	3	Rennell	Pac. Islander	*	*	*	*	*	*	*	*	*
Reading	ES	3	Rennell	White	66	65	98%	0%	98%	95%	-3%	-3%	Did Not Meet
Reading	ES	3	Rennell	Two or More	*	*	*	*	*	*	*	*	*
Reading	ES	3	Rennell	Eco. Dis.	48	41	85%	0%	85%	63%	-22%	-22%	Did Not Meet
Reading	ES	3	Rennell	LEP Current	12	10	83%	0%	83%	*	*	*	*
Reading	ES	3	Rennell	LEP M1	6	6	100%	0%	100%	*	*	*	*
Reading	ES	3	Rennell	LEP M2	20	19	95%	2%	97%	100%	3%	5%	Exceeded
Reading	ES	3	Rennell	SPED	8	4	50%	10%	60%	67%	7%	17%	Exceeded
Reading	ES	4	Rennell	All	170	148	87%	2%	89%	93%	4%	6%	Exceeded
Reading	ES	4	Rennell	Hispanic	38	31	82%	2%	84%	87%	3%	5%	Exceeded
Reading	ES	4	Rennell	Am. Indian	*	*	*	*	*	*	*	*	*
Reading	ES	4	Rennell	Asian	28	24	86%	5%	91%	100%	9%	14%	Exceeded
Reading	ES	4	Rennell	African Am.	27	20	74%	9%	83%	78%	-5%	4%	Did Not Meet
Reading	ES	4	Rennell	Pac. Islander	*	*	*	*	*	*	*	*	*
Reading	ES	4	Rennell	White	70	66	94%	0%	94%	100%	6%	6%	Exceeded
Reading	ES	4	Rennell	Two or More	6	6	100%	0%	100%	*	*	*	*
Reading	ES	4	Rennell	Eco. Dis.	37	29	78%	7%	85%	100%	15%	22%	Exceeded
Reading	ES	4	Rennell	LEP Current	9	2	22%	19%	41%	100%	59%	78%	Exceeded
Reading	ES	4	Rennell	LEP M1	9	8	89%	4%	93%	*	*	*	*
Reading	ES	4	Rennell	LEP M2	6	6	100%	0%	100%	*	*	*	*
Reading	ES	4	Rennell	SPED	6	4	67%	0%	67%	*	*	*	*
Reading	ES	5	Rennell	All	198	176	89%	0%	89%	95%	6%	6%	Exceeded
Reading	ES	5	Rennell	Hispanic	45	38	84%	3%	87%	90%	3%	6%	Exceeded
Reading	ES	5	Rennell	Am. Indian	*	*	*	*	*	*	*	*	*
Reading	ES	5	Rennell	Asian	27	25	93%	0%	93%	100%	7%	7%	Exceeded
Reading	ES	5	Rennell	African Am.	30	27	90%	1%	91%	100%	9%	10%	Exceeded

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Content	Level	Grade	Campus	Student Group	2015 # Tested	2015 Data at 2016 Standard		% Growth Needed	2016 Incremental Growth Target	2016 Results	Difference from 2016 Target	Difference from Previous Year	2016 Evaluation
						Met	%						
Reading	ES	5	Rennell	Pac. Islander	*	*	*	*	*	*	*	*	*
Reading	ES	5	Rennell	White	86	77	90%	1%	91%	96%	5%	6%	Exceeded
Reading	ES	5	Rennell	Two or More	10	9	90%	0%	90%	*	*	*	*
Reading	ES	5	Rennell	Eco. Dis.	44	39	89%	0%	89%	100%	11%	11%	Exceeded
Reading	ES	5	Rennell	LEP Current	6	5	83%	6%	89%	*	*	*	*
Reading	ES	5	Rennell	LEP M1	*	*	*	*	*	*	*	*	*
Reading	ES	5	Rennell	LEP M2	6	5	83%	0%	83%	100%	17%	17%	Exceeded
Reading	ES	5	Rennell	SPED	11	4	36%	9%	45%	*	*	*	*
Math	ES	3	Rennell	All	177	169	95%	1%	96%	98%	2%	3%	Exceeded
Math	ES	3	Rennell	Hispanic	53	51	96%	0%	96%	100%	4%	4%	Exceeded
Math	ES	3	Rennell	Am. Indian	*	*	*	*	*	*	*	*	*
Math	ES	3	Rennell	Asian	22	22	100%	0%	100%	100%	0%	0%	Met
Math	ES	3	Rennell	African Am.	31	29	94%	0%	94%	90%	-4%	-4%	Did Not Meet
Math	ES	3	Rennell	Pac. Islander	*	*	*	*	*	*	*	*	*
Math	ES	3	Rennell	White	66	64	97%	1%	98%	100%	2%	3%	Exceeded
Math	ES	3	Rennell	Two or More	*	*	*	*	*	*	*	*	*
Math	ES	3	Rennell	Eco. Dis.	47	43	91%	0%	91%	75%	-16%	-16%	Did Not Meet
Math	ES	3	Rennell	LEP Current	11	10	91%	3%	94%	*	*	*	*
Math	ES	3	Rennell	LEP M1	6	6	100%	0%	100%	*	*	*	*
Math	ES	3	Rennell	LEP M2	20	20	100%	0%	100%	100%	0%	0%	Met
Math	ES	3	Rennell	SPED	8	4	50%	4%	54%	83%	29%	33%	Exceeded
Math	ES	4	Rennell	All	170	146	86%	0%	86%	97%	11%	11%	Exceeded
Math	ES	4	Rennell	Hispanic	38	33	87%	0%	87%	100%	13%	13%	Exceeded
Math	ES	4	Rennell	Am. Indian	*	*	*	*	*	*	*	*	*
Math	ES	4	Rennell	Asian	28	25	89%	0%	89%	100%	11%	11%	Exceeded
Math	ES	4	Rennell	African Am.	27	17	63%	8%	71%	89%	18%	26%	Exceeded
Math	ES	4	Rennell	Pac. Islander	*	*	*	*	*	*	*	*	*
Math	ES	4	Rennell	White	70	65	93%	1%	94%	96%	2%	3%	Exceeded
Math	ES	4	Rennell	Two or More	6	5	83%	4%	87%	*	*	*	*
Math	ES	4	Rennell	Eco. Dis.	37	26	70%	1%	71%	100%	29%	30%	Exceeded
Math	ES	4	Rennell	LEP Current	8	5	63%	0%	63%	80%	17%	17%	Exceeded

Cypress-Fairbanks Independent School District
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2015 and 2016 English STAAR (Does not include Spanish, L, A, or Alternate 2) (SSI #1 data 07-14-16 and STAAR 3-8 data 07-11-16)													
Content	Level	Grade	Campus	Student Group	2015 # Tested	2015 Data at 2016 Standard		% Growth Needed	2016 Incremental Growth Target	2016 Results	Difference from 2016 Target	Difference from Previous Year	2016 Evaluation
						Met	%						
Math	ES	4	Rennell	LEP M1	9	8	89%	0%	89%	*	*	*	*
Math	ES	4	Rennell	LEP M2	6	6	100%	0%	100%	*	*	*	*
Math	ES	4	Rennell	SPED	7	4	57%	9%	66%	*	*	*	*
Math	ES	5	Rennell	All	198	187	94%	1%	95%	99%	4%	5%	Exceeded
Math	ES	5	Rennell	Hispanic	45	42	93%	0%	93%	100%	7%	7%	Exceeded
Math	ES	5	Rennell	Am. Indian	*	*	*	*	*	*	*	*	*
Math	ES	5	Rennell	Asian	27	27	100%	0%	100%	100%	0%	0%	Met
Math	ES	5	Rennell	African Am.	30	27	90%	3%	93%	100%	7%	10%	Exceeded
Math	ES	5	Rennell	Pac. Islander	*	*	*	*	*	*	*	*	*
Math	ES	5	Rennell	White	86	81	94%	1%	95%	96%	1%	2%	Exceeded
Math	ES	5	Rennell	Two or More	10	10	100%	0%	100%	*	*	*	*
Math	ES	5	Rennell	Eco. Dis.	44	39	89%	2%	91%	100%	9%	11%	Exceeded
Math	ES	5	Rennell	LEP Current	6	5	83%	4%	87%	*	*	*	*
Math	ES	5	Rennell	LEP M1	*	*	*	*	*	*	*	*	*
Math	ES	5	Rennell	LEP M2	6	6	100%	0%	100%	100%	0%	0%	Met
Math	ES	5	Rennell	SPED	11	9	82%	3%	85%	*	*	*	*
Writing	ES	4	Rennell	All	171	144	84%	3%	87%	91%	4%	7%	Exceeded
Writing	ES	4	Rennell	Hispanic	39	30	77%	4%	81%	83%	2%	6%	Exceeded
Writing	ES	4	Rennell	Am. Indian	*	*	*	*	*	*	*	*	*
Writing	ES	4	Rennell	Asian	28	25	89%	4%	93%	94%	1%	5%	Exceeded
Writing	ES	4	Rennell	African Am.	27	18	67%	8%	75%	78%	3%	11%	Exceeded
Writing	ES	4	Rennell	Pac. Islander	*	*	*	*	*	*	*	*	*
Writing	ES	4	Rennell	White	70	66	94%	0%	94%	100%	6%	6%	Exceeded
Writing	ES	4	Rennell	Two or More	6	4	67%	11%	78%	*	*	*	*
Writing	ES	4	Rennell	Eco. Dis.	37	26	70%	10%	80%	60%	-20%	-10%	Did Not Meet
Writing	ES	4	Rennell	LEP Current	8	3	38%	14%	52%	100%	48%	62%	Exceeded
Writing	ES	4	Rennell	LEP M1	9	8	89%	4%	93%	*	*	*	*
Writing	ES	4	Rennell	LEP M2	6	6	100%	0%	100%	*	*	*	*
Writing	ES	4	Rennell	SPED	7	2	29%	17%	46%	*	*	*	*
Science	ES	5	Rennell	All	198	179	90%	1%	91%	95%	4%	5%	Exceeded
Science	ES	5	Rennell	Hispanic	45	41	91%	0%	91%	95%	4%	4%	Exceeded

Cypress-Fairbanks Independent School District
 Department of School Improvement and Accountability

Evaluation of 2016 CIP Targets

The targets listed below meet minimum expectations.

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2015 and 2016 English STAAR (Does not include Spanish, L, A, or Alternate 2) (SSI #1 data 07-14-16 and STAAR 3-8 data 07-11-16)

Content	Level	Grade	Campus	Student Group	2015 # Tested	2015 Data at 2016 Standard		% Growth Needed	2016 Incremental Growth Target	2016 Results	Difference from 2016 Target	Difference from Previous Year	2016 Evaluation
						Met	%						
Science	ES	5	Rennell	Am. Indian	*	*	*	*	*	*	*	*	*
Science	ES	5	Rennell	Asian	27	26	96%	1%	97%	100%	3%	4%	Exceeded
Science	ES	5	Rennell	African Am.	30	27	90%	1%	91%	94%	3%	4%	Exceeded
Science	ES	5	Rennell	Pac. Islander	*	*	*	*	*	*	*	*	*
Science	ES	5	Rennell	White	86	76	88%	3%	91%	96%	5%	8%	Exceeded
Science	ES	5	Rennell	Two or More	10	9	90%	3%	93%	*	*	*	*
Science	ES	5	Rennell	Eco. Dis.	44	39	89%	0%	89%	92%	3%	3%	Exceeded
Science	ES	5	Rennell	LEP Current	6	6	100%	0%	100%	*	*	*	*
Science	ES	5	Rennell	LEP M1	*	*	*	*	*	*	*	*	*
Science	ES	5	Rennell	LEP M2	6	5	83%	6%	89%	100%	11%	17%	Exceeded
Science	ES	5	Rennell	SPED	11	7	64%	0%	64%	*	*	*	*