

Cypress-Fairbanks Independent School District

A. Robison Elementary School

2023-2024



Mission Statement

Robison Elementary will ensure our students reach their full emotional, social and academic potential in a positive and safe learning environment.

Vision

Robison...Where all students will reach their full potential!

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

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

Math

- Our 3rd-grade students scored 87% approaches, 63% meets; and 40% masters.
- Our 4th-grade students scored 84% approaches, 58% meets, and 30% masters.
- Our 5th-grade students scored 86% approaches, 66% meets, and 31% masters.

Reading

- Our 3rd-grade students scored 55% meets and 33% masters.
- Our 4th-grade students scored 89% approaches, 59% meets, and 31% masters.
- Our 5th-grade students scored 90% approaches, 71% meets, and 45% masters.

Science

- Our 5th-grade students scored 50% meets and 27% masters.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our African-American students did not reach the targets set for approaches, and they scored significantly below other subpopulations. **Root Cause:** RLA: Staff needs to invest more time in building relationships with African-American students who are not meeting passing standards.

Problem Statement 2: Math: Students in grades 3-5 are underperforming in Category 3: Geometry and Measurement. **Root Cause:** Math: Staff need to provide instruction with a greater depth of knowledge and rigor.

Problem Statement 3: Science: Economically disadvantaged and our LEP students are significantly underperforming our white subpopulation. **Root Cause:** Science: Teachers need to incorporate more hands-on learning in science classrooms.

Problem Statement 4: Students are beginning the 2023-24 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

School Culture and Climate

School Culture and Climate Strengths

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

- Student attendance for 2022-2023 was 94.84% which is above the district average and an increase from the previous school year.
- PBIS expectations are recognized and reinforced school-wide.
- Our PTO supports our students and staff by providing enrichment activities for students and special treats for our staff.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Student attendance is below the district goal of 95%. **Root Cause:** Staff have not communicated with fidelity the importance of first instruction.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

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

- 100% of the staff agree that opportunities for professional growth are available.
- 98% of the staff agree that: decisions are data-driven, quality work is expected of the staff and students, staff appreciation is built into the culture, and the work expected from them directly relates to their job responsibilities.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Our staff attendance rate and attendance fill rate need to increase. The majority of staff absences occur on Mondays and Fridays, which have the lowest fill rates. **Root Cause:** Teacher/Paraprofessional Attendance: Staff often plan personal leave days for Mondays and Fridays.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

- Parents actively participate by engaging in our social media accounts: Robison Elementary Facebook Page (1,300 followers); Robison Elementary PTO Facebook Page (896 followers); Robison Elementary Instagram (156 followers); Robison PTO Instagram (144 followers); and Robison ES Twitter (847 followers)
- Parent volunteers record extensive hours on an annual basis by supporting our campus at the following events: first day of school, cultural events for every grade level, Field Days, classroom readers, preparing take-home readers on a weekly basis, fundraisers, parties, animal demonstrations, WATCH D.O.G.S., and many more.
- Robison provides many events for parents to attend: lunch visitors daily, Fun Run, Family Bingo Night, Family Dance, Family Night at the Book Fair, Field Days, Spirit Nights at Urban Air and restaurants, and Multicultural Night.

Problem Statements Identifying Parent and Community Engagement Needs




Problem Statement 1: Participation at curriculum-focused events is not as well attended as it should. **Root Cause:** We need to survey our parents to receive feedback on how we can best meet their needs and increase attendance.







Goals

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

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

Evaluation Data Sources: STAAR RLA, Math, and Science





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Teachers will intentionally build strong relationships with students who are not meeting standards. Strategy's Expected Result/Impact: Achievement will increase and the gaps among our subpopulations will decrease. Staff Responsible for Monitoring: Teachers, Instructional specialists, Counselors, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Teachers will participate in professional development to deepen their understanding of the TEKS, and teachers will plan vertically to address the TEKS for geometry and measurement. Strategy's Expected Result/Impact: Students will show measurable growth on district and state assessments in the area of geometry and measurement. Staff Responsible for Monitoring: Math Instructional Specialist, K-5 math teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Teachers will ensure that students have a regular opportunity to participate in hands-on experiments in K-5 science classrooms. These hands-on opportunities will be documented in teacher lesson plans. Strategy's Expected Result/Impact: Student achievement for our economically disadvantaged and LEP students will increase on district assessments and STAAR. Staff Responsible for Monitoring: Science Instructional Specialist, Science Teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 25 minutes of targeted instruction each day that includes: differentiated instruction through flexible regrouping between teaching partners to address deficits in learning and/or the need for enrichment. Teachers will use data from MAP, mClass, and district assessments to form and revise these groups. Some students will receive support from other teachers or trained paraprofessionals during this time.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Paraprofessionals, Assistant Principals, and Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students demonstrating a need for support will be invited to participate in our Saturday Camp for a STAAR review.</p> <p>Strategy's Expected Result/Impact: The 3rd, 4th, and 5th grade students who attend the Robison Summer Camp will meet the minimum passing standard or higher on the STAAR Reading/Language Arts, Math, and/or Science STAAR.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional Staffing: Core Content Area Interventionist in Reading will be hired to implement pull-out small group instruction for first and second grade students struggling with reading skills.</p> <p>Strategy's Expected Result/Impact: Students supported by our reading interventionist will meet grade level standards in the area of reading for the 2023-2024 school year.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional Development: K-5 math teachers will participate in professional development provided by Garland Linkenhoger to deepen their understanding of the math TEKS.</p> <p>Strategy's Expected Result/Impact: Students in K-5 will show math progress on district and state assessments for the 2023-2024 school year.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Professional Development: 4th and 5th ELAR teachers will participate in professional development that focuses on decoding strategies, which is vertically aligned to previous professional development our K-3 teachers have participated in the previous two years. This will allow our students to receive consistent instruction in the area of decoding.</p> <p>Strategy's Expected Result/Impact: Students in K-5 will show reading progress on district and state assessments for the 2023-2024 school year.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			



No Progress



Accomplished



Continue/Modify

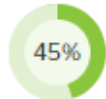






Discontinue

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

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.







Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk. Temporary workers will provide pull-out tutoring for students at-risk of not passing STAAR.</p> <p>Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.







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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: PBIS will be implemented with specific lessons taught directly to all students., and students exemplifying RISE behavior will be recognized. Classroom guidance lessons will be implemented regularly and focus on supporting the social and emotional health of our students.</p> <p>Strategy's Expected Result/Impact: Office referrals (classroom and bus) will be reduced by at least 10%.</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principals, and Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Assistant Principals and Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 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 incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 20%		
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 25%		
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline practices.






Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Violence Prevention: Teachers and students will participate in classroom guidance lessons to address core essential skills on a monthly basis. All staff will be provided with training on restorative practices and culturally responsive teaching. Assistant principals will check in with each grade level during large group time one time per month to address any grade-level concerns related to behavior.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Counselors, Teachers, Assistant Principals, and Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Restorative Discipline practices will be used to reduce the number of out of classroom removals. Staff will implement positive behavior referrals to recognize students who are demonstrating appropriate behavior on a consistent basis.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.


Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Staff attendance will be monitored and data regarding staff attendance will be shared via the Staff Weekly Update. Staff with perfect attendance will be recognized monthly.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal and Administrative Team</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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

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






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: District professional development opportunities will be shared on a weekly basis via the Staff Weekly Update. Campus professional development will include: Math PD with Garland Linkenhoger, Reading PD with Shonda Guthrie, Writing PD with Elizabeth Martin, Restorative Practices PD during monthly grade-level meetings.</p> <p>Strategy's Expected Result/Impact: Teachers will indicate growth towards their Personal Professional Goal as outlined in our appraisal system. Staff will indicate they have opportunities for growth and will indicate that their growth has positively impacted student success.</p> <p>Staff Responsible for Monitoring: Counselors, Teachers, All Content Liaisons, Instructional Specialists, Assistant Principals, and Principal</p>	Formative		
	Nov	Feb	May
			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 10%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Increased opportunities (in person and through Zoom) will be available for parents to volunteer and participate in events on campus during the school day and after school. Information about these events will be shared through the Rocket Register, the PTO monthly newsletter, and through School Messenger.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%.</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Kelly Gerletti	Principal
Teacher #1	Barbara Bullock	Teacher #1
Teacher #2	Brooke Miksch	Teacher #2
Teacher #3	Jill Wisener	Teacher #3
Teacher #4	Stacey Pennington	Teacher #4
Teacher #5	Kelli Kruse	Teacher #5
Teacher #6	Brandylee Marsh	Teacher #6
Teacher #7	Christi Winkelmann	Teacher #7
Teacher #8	Angela Lemos	Teacher #8
Other School Leader (Nonteaching Professional) #1	Courtney Nespeca	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Tonya McQueen	Other School Leader (Nonteaching Professional) #2
Administrator (LEA) #1	Marney Sims	Administrator (LEA) #1
Parent #1	Daphne McKinney	Parent #1
Parent #2	Brandice Spencer	Parent #2
Community Member #1	Community Member #1	Community Member #1
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	Tonia Jaeggi	Business Representative #1
Business Representative #2	Mason Holt	Business Representative #2
Other School Leader (Nonteaching Professional) #3	Wendy Ryder	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Shanta Washington	Other School Leader (Nonteaching Professional) #4

Addendums

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed	
					2023	#	%	%		#	%	%		#	%	%		
					#	#	%	%		#	%	%		#	%	%		
Reading	3	Robison (A.)	ES 2	All	141	112	79%	84%	5%	78	55%	60%	5%	46	33%	38%	5%	
Reading	3	Robison (A.)	ES 2	Hispanic	43	31	72%	77%	5%	18	42%	47%	5%	9	21%	26%	5%	
Reading	3	Robison (A.)	ES 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Robison (A.)	ES 2	Asian	17	17	100%	100%	0%	13	76%	81%	5%	9	53%	58%	5%	
Reading	3	Robison (A.)	ES 2	African Am.	17	8	47%	60%	13%	6	35%	40%	5%	*	*	*	*	
Reading	3	Robison (A.)	ES 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Robison (A.)	ES 2	White	55	49	89%	94%	5%	35	64%	69%	5%	22	40%	45%	5%	
Reading	3	Robison (A.)	ES 2	Two or More	8	6	75%	80%	5%	5	63%	68%	5%	*	*	*	*	
Reading	3	Robison (A.)	ES 2	Eco. Dis.	55	38	69%	74%	5%	25	45%	50%	5%	10	18%	23%	5%	
Reading	3	Robison (A.)	ES 2	LEP Current	21	16	76%	81%	5%	5	24%	29%	5%	*	*	*	*	
Reading	3	Robison (A.)	ES 2	At-Risk	49	31	63%	68%	5%	14	29%	34%	5%	7	14%	19%	5%	
Reading	3	Robison (A.)	ES 2	SPED	21	10	48%	60%	12%	*	*	*	*	*	*	*	*	
Reading	4	Robison (A.)	ES 2	All	148	131	89%	94%	5%	87	59%	64%	5%	46	31%	36%	5%	
Reading	4	Robison (A.)	ES 2	Hispanic	46	40	87%	92%	5%	27	59%	64%	5%	13	28%	33%	5%	
Reading	4	Robison (A.)	ES 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Robison (A.)	ES 2	Asian	10	9	90%	95%	5%	7	70%	75%	5%	*	*	*	*	
Reading	4	Robison (A.)	ES 2	African Am.	20	15	75%	80%	5%	8	40%	45%	5%	5	25%	30%	5%	
Reading	4	Robison (A.)	ES 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Robison (A.)	ES 2	White	67	62	93%	98%	5%	40	60%	65%	5%	19	28%	33%	5%	
Reading	4	Robison (A.)	ES 2	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Robison (A.)	ES 2	Eco. Dis.	59	48	81%	86%	5%	33	56%	61%	5%	15	25%	30%	5%	
Reading	4	Robison (A.)	ES 2	LEP Current	16	12	75%	80%	5%	7	44%	54%	10%	*	*	*	*	
Reading	4	Robison (A.)	ES 2	At-Risk	56	41	73%	78%	5%	23	41%	51%	10%	8	14%	19%	5%	
Reading	4	Robison (A.)	ES 2	SPED	20	15	75%	80%	5%	6	30%	50%	20%	*	*	*	*	
Reading	5	Robison (A.)	ES 2	All	143	128	90%	95%	5%	102	71%	76%	5%	64	45%	50%	5%	
Reading	5	Robison (A.)	ES 2	Hispanic	44	37	84%	89%	5%	28	64%	69%	5%	13	30%	35%	5%	
Reading	5	Robison (A.)	ES 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Robison (A.)	ES 2	Asian	13	12	92%	97%	5%	11	85%	90%	5%	8	62%	67%	5%	

CYPRESS-FAIRBANKS ISD

Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

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

Mathematics

- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using ST Math Puzzle Talks, Number Talks, Math Talks, CFISD Fact Fluency Plan, ORIGO Box of Facts, and other content conversation routines.
 - "Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
 - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in digital creation and collaboration
 - Incorporate the use of digital tools such as ST Math, Gizmos, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
 - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
 - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.
 - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

Science

Teachers will develop science-literate students by creating learning opportunities using the 5E Instructional Model (grades 2-5) that engage students in scientific practices that require them to

- Ask questions, identify problems, plan and conduct classroom and field investigations to answer questions according to grade-level TEKS expectations (K-1 = 80% of the time, 2nd-3rd = 60% of the time, 4th-5th = 50% of the time).
- Use a science notebook (grades 2-5) to collect and organize data in simple graphs, tables, maps, and charts.
- Analyze data using math to derive meaning, identify patterns, and discover relationships.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and vocabulary.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and scientific writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital collaboration;
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Explore simulations (e.g. Explore Learning Gizmos, Interactive textbook, etc.);
 - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc;
 - Communicate and share conclusions using digital tools such as; Google Suite, Flipgrid, WeVideo etc.

Elementary Physical Education/Health (K-5)

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K- 5)

- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom pitched and unpitched instruments
- Create lessons and utilize activities that develop understanding of the elements of music such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Use 1:1 technology as a resource for self-exploration of topics and careers in music
- Encourage students to connect learning in music with other areas of knowledge such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

Visual Arts (K–5)

- Model and teach artistic thinking – which means prompting curiosity and asking questions to develop ideas.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skills and techniques (not solutions).
- Explore careers associated with visual culture.
- Encourage students to connect learning in art with other areas of knowledge such as math, reading, and social studies.
- Reflect on teaching practices to enhance professional development.
- Utilize the resources available to teachers including the CFISD adopted instructional materials, 1:1 technology, CFISD Benchmarks and CFISD Curriculum Standards.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including the Houston Rodeo School Art Contest, and the Texas Elementary Art Meet (TEAM contest).
- Participate in activities and events that promote school and community involvement, such as campus and districtwide art exhibits.