

Cypress-Fairbanks Independent School District

M. Robinson Elementary School

2021-2022 Campus Improvement Plan



M. Robinson Elementary

Mission Statement

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global leaders.

Vision

LEAD - Learn. Empower. Achieve. Dream.

ROAR

R-Respectful

O-Ownership

A-Achieving

R-Responsible

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1.1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: CPOC Committee met and, by utilizing small group breakouts, reviewed previous year's data and conduct a root cause analysis.

In summary, the comprehensive needs assessment denotes the following: At the end of completing the comprehensive needs assessment, the committee concluded that we need to continue to work on the following areas:

- Reading: Teachers will plan and implement daily small group instruction with fidelity based on the instructional needs of their students.
- Writing: Students will be provided with opportunities to view and analyze a variety of writing samples (peers, teachers, mentor texts) to identify characteristics of quality writing. Students will write daily in all content areas to increase student writing fluency, experience, and technique.
- Math: Teachers will utilize small group instruction with purposeful discussions and critical thinking strategies along with a variety of manipulatives to differentiate daily instruction.
- Science: Teachers will improve science instruction by providing hands on experiences and investigations. Teachers will promote the use of scientific vocabulary in the classroom discussions utilizing strategies such as word walls, higher level questioning, and technology integration.

The comprehensive needs assessment was used to develop the goals, performance objectives, and strategies in the remainder of this campus improvement plan.

Title I, Part A Schoolwide Program Element 2.1: Campus Improvement Plan Developed with Appropriate Stakeholders: The campus improvement plan was developed with involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. The committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC).

Title I, Part A Schoolwide Program Element 2.2: Regular Monitoring and Revision: The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

Title I, Part A Schoolwide Program Element 2.3: Available to Parents and Community in an Understandable Format and Language: The campus improvement plan is available to the local education agency, parents, and the public, and information contained in the plan is in an understandable and uniform format and, to the extent practicable provided in a language parents can understand. It is written in English and translated into Spanish and other languages based on the following Language Access Plan for Title I Campuses:

In accordance with Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act, this procedure establishes guidelines for providing language accessible services to individuals that are limited English proficient.

All Title I Campuses shall have all written and oral communication services readily available in English and Spanish.

When 25% of a Cypress-Fairbanks ISD Title I campuses home language data shows that the common form of communication is a language other than English or Spanish, the campus will provide the following documents translated to the common language:

- *Registration and Enrollment Forms*
- *Progress Reports*
- *Report Cards*
- *Campus Improvement Plans*
- *School-Parent Compact*
- *Parent Engagement Policy*

Individual campuses may provide other documents translated in a language accessible to their community based upon campus needs. All documents will be translated upon request. Verbal translation in Spanish is available at all Cypress-Fairbanks ISD campuses. The entire Cypress-Fairbanks ISD website, including attachments and links, is translated into Spanish. Other translations may be provided upon request.

The Campus Improvement Plan is made available to parents on the campus website, the district website, the front office, and Walmart located at Walmart 1313 N Fry Rd, Katy, TX 77449 and Lone Star College-Cypress Center at 19710 Clay Rd, Katy, TX 77449.

Student Achievement

Student Achievement Strengths

In the area of Reading:

Approaches Level

3rd grade students (All-Student Group) grew 3% in the Approaches level. It increased from 69% to 72%

3rd grade students (SPED Student Group) grew 13% in the Approaches level. It increased from 20% to 33%

3rd grade students (LEP Student Group) grew 16% in the Approaches level. It increased from 51% to 67%

3rd grade students (Eco. Dis. Student Group) grew 6% in the Approaches level. It increased from 64% to 70%

4th grade students (SPED Student Group) grew 13% in the Approaches level. It increased from 20% to 33%

5th grade students (LEP Student Group) grew 14% in the Approaches level. It increased from 42% to 56%

Meets Level:

4th grade students (SPED Student Group) grew 6% in the Meets level. It increased from 7% to 13%

5th grade students (LEP Student Group) grew 2% in the Meets level. It increased from 15% to 17%

5th grade students (White Student group) remained at the same percentage 67%

Masters Level:

4th grade students (All Student Group) grew 4% in the Masters level. It increased from 9% to 13%

4th grade students (Hispanic Student Group) grew 2% in the Masters level. It increased from 8% to 10%

4th grade students (African American Student Group) grew 14% in the Masters level. It increased from 7% to 21%

4th grade students (Eco. Dis. Student Group) grew 2% in the Masters level. It increased from 9% to 11%

4th grade students (LEP Student Group) grew 5% in the Masters level. It increased from 2% to 7%

5th grade Students (All Student Group) grew 2% in the Masters level. It increased from 24% to 26%

5th grade Students (Hispanic Student Group) grew 2% in the Masters level. It increased from 18% to 20%

5th grade Students (African American Student Group) grew 6% in the Masters level. It increased from 27% to 33%

5th grade Students (Eco. Dis. Student Group) grew 6% in the Masters level. It increased from 19% to 25%

5th grade Students (LEP Student Group) grew 5% in the Masters level. It increased from 8% to 13%

In the area of Writing:

Approaches Level: 4th grade students (SPED Student Group) grew 14% in the Approaches level. It increased from 13% to 27%

Meets Level: 4th grade students (Hispanic Student Group) grew 2% in the Meets level. It increased from 17% to 19%

4th grade students (Eco. Dis. Student Group) grew 1% in the Meets level. It increased from 18% to 18%

4th grade students (LEP Student Group) grew 2% in the Meets level. It increased from 5% to 7%

4th grade students (SPED Student Group) grew 6% in the Meets level. It increased from 7% to 13%

Master Level: 4th grade students (African American Student Group) grew 5% in the Master Level. It increased from 2% to 7%

4th grade students (Eco.Dis. Student Group) remained the same at 3%

4th grade students (LEP Students Group) grew 2%. It increased from 0% to 2%

4th grade students (SPED Students Group) grew 7%. It increased from 0% to 7%

In the area of Science:

Approaches Level: 5th grade students (LEP Student Group) grew 13% in the Approaches level. It increased from 48% to 61%

Meets Level: 5th grade students (African American Student Group) grew 2% in the Meets level. It increased from 42% to 44%

5th grade students (LEP Student Group) grew 4% in the Meets level. It increased from 12% to 16%

Master Level: 4th grade students (African American Student Group) grew 5% in the Master Level. It increased from 2% to 7%

4th grade students (Eco.Dis. Student Group) remained the same at 3%

4th grade students (LEP Students Group) grew 2%. It increased from 0% to 2%

4th grade students (SPED Students Group) grew 7%. It increased from 0% to 7%

In the area of Math:

Approaches Level

3rd grade students (SPED Student Group) grew 32% in the Approaches level. It increased from 10% to 42%

4th grade students (SPED Student Group) grew 14% in the Approaches level. It increased from 13% to 27%

Meets Level

3rd grade students (LEP Student Group) grew 12% in the Meets level. It increased from 11% to 23%

4th grade students (SPED Student Group) grew 13% in the Meets level. It increased from 7% to 20%

Masters Level

3rd grade students (All Student Group) grew 2% in the Masters level. It increased from 10% to 12%

3rd grade Students (Hispanic Student Group) grew 1% in the Masters level. It increased from 9% to 10%

3rd grade Students (African American Student Group) grew 6% in the Masters level. It increased from 3% to 9%

3rd grade Students (Eco. Dis. Student Group) remained the same 10% percentage at the masters level

3rd grade Students (LEP Student Group) grew 11% in the Masters level. It increased from 2% to 13%

4th grade Students (LEP Student Group) remained the same 5% percentage at the masters level

4th grade Students (SPED Student Group) remained the same 7% percentage at the masters level

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Our African American, LEP, and Special Education student population consistently score lower in comparison to other target populations. **Root Cause:** Reading: Due to virtual learning last year, teachers were not able to consistently use questioning that strengthens reading comprehension and vocabulary; as well as consistent small group instruction that is needed on a daily basis.

Problem Statement 2: Writing: Our Hispanic, LEP and Eco. Dis. students performed consistently lower than other student groups in the area of writing. **Root Cause:** Writing: There is a need for oral language development, phonemic awareness, shared writing, conventions, syntax, modeling, clear instructions using mentor text, and relevance as well as consistent small group and conferring that is needed on a daily basis.

Problem Statement 3: Math: Math performance has significantly dropped in all sub populations in third, fourth, and fifth grade in comparison to the district's targets goals. **Root Cause:** Math: There is a need for more student-led and small group instruction versus teacher directed instruction.

Problem Statement 4: Science: Our African American, LEP, and Special Education student population consistently score lower in comparison to other target populations. **Root Cause:** Science: There is a need for additional instruction on vocabulary and explicit reteaching of skills, as well as, intentional and purposeful small group and hands on experiences are needed.

Problem Statement 5: Students are beginning the 2021-22 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 6: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

School Culture and Climate

School Culture and Climate Strengths

At M. Robinson, staff members support the campus-wide PBIS approach and everyone speaks a "common language." We implemented circle time utilizing the Sanford Harmony kit. Our Behavior Interventionist provided PBIS PowerPoint presentations, daily meetings to address different skills. In August our PBIS team attended the PBIS review training. All crisis drills were completed as required and staff is aware of all crisis procedures.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: There was a significant increase of office referrals. **Root Cause:** School Culture and Climate: There is a need to continue utilizing PBIS matrices with fidelity, as well as, the implementation of circle time utilizing the Sanford Harmony program.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Our goal at M. Robinson is to ensure that our staff feels valued and appreciated which directly correlates to staff retention. At M. Robinson, our goal is to ensure that our staff feels valued and appreciated which directly correlates to staff retention.

- Staff are provided with opportunities for collaboration as well as opportunities for staff development.
- Instructional Specialists plan weekly with teachers to work towards quality lesson planning.
- Highly qualified temporary workers are employed to assist teachers in reteaching students in the areas of math, reading and writing.
- All new staff members are assigned to a mentor and have scheduled meetings with the Lead Mentor.
- All teachers are Highly Qualified by TEA standards.
- High quality subscriptions to technology programs assist teachers with quality digital content and with tracking of student progress.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: The absence of teachers and paraprofessional affects first-time instruction in the classroom. **Root Cause:** Teacher/Paraprofessional Attendance: There is a need to communicate and share how teachers and paraprofessional absences have a direct impact on our students' performance.

Parent and Community Engagement

Parent and Community Engagement Strengths

At M. Robinson we make every effort to provide many opportunities during the year for parents and families to come to school for a variety of events such as but not limited to:

- Watch D.O.G.S. or Lioness Mom for a day during the school year
- Kindergarten and 5th Grade Recognition
- Grade Level Music Programs
- Watch D.O.G. Lioness Night
- Primary and Curriculum Nights
- Meet the Teacher
- Book Fairs
- Literacy Night
- STAAR Parent Nights
- Veterans Day Program
- Counselor Parent Training
- STEAM Night

M. Robinson' Parents Group:

This group of moms is very active when it comes to volunteering at school. This group supports the campus in various ways:

- Volunteer to assist with various campus events
- SRC Demos

M. Robinson was adopted by Pope Elementary PTO through the Adopt-a-School Program and has provided to our school the following:

- Book drive provided books for students
- Love, Care, Share Fundraiser
- Donate coats to students in need
- Gifts for students and families in need during Christmas

The following needs were identified:

- Continue to increase opportunities for parents and community involvement in the school.
- The need to increase technology subscriptions that can be utilized at home for increased quality instruction.
- The need to maintain active communication with parents through Facebook, Twitter, SchoolMessenger, Class Dojo, Smores, and Remind.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Increase opportunities and awareness for parents to participate in more instructional-related events. **Root Cause:** Parent

and Community Engagement: There is a need to encourage families to attend events and to better promote the purpose of these.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

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 June 2022, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR Reading, Writing, Math and Science results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading: Teachers and Instructional Specialists will collaborate during weekly planning, long range planning and data digs to develop lessons which are differentiated based on needs of students. Teachers will plan and implement daily small group instruction with fidelity based on the instructional needs of their students.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Reading/ELA Instructional Specialists, Assistant Principals, Special Education Teacher, Reading Specialists and Reading Temporary Workers.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p> <p>Funding Sources: Temporary Worker - Title I - \$12,930, 2nd Grade Class Size Reduction - Title I - \$69,282.45, Funds for substitute pay for class size reduction. - Title I - \$2,000, Pull Out Teacher for KG, 1st and 2nd Grades - Title I - \$71,771.39</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing: Students will be provided with opportunities to view and analyze a variety of writing samples (peers, teachers, mentor texts) in order to identify characteristics of quality writing. Students will write daily in all content areas to increase student writing fluency, experience, and technique. Students will be provided opportunities to practice and apply revising and editing daily. Teachers will use mentor text and constructive conferring with students to aid writing and revising compositions with varied sentences and student voice.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal, Writing Interventionist, Writing Temporary Worker.</p> <p>Funding Sources: Writing Temporary Worker - Title I - \$12,930</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math: Teachers will utilize small group instruction with purposeful discussions and critical thinking strategies along with a variety of manipulatives to differentiate daily instruction.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal, Math Interventionists, and Math Temporary Worker, Class size reduction teacher.</p> <p>Funding Sources: Math Interventionist Pull Out KG, 1st, and 2 grades - Title I - \$75,458.19, Math Temporary Worker for 3rd grade - Title I - \$12,930, Math Temporary Worker for 4th grade - Title I - \$12,930, Math Temporary Worker for 5th grade - Title I - \$12,930</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Science: Teachers will improve science instruction by providing hands on experiences and investigations. Teachers will promote the use of scientific vocabulary in the classroom discussions utilizing strategies such as word walls, higher level questioning, and technology integration.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal.</p> <p>Funding Sources: Science Interventionist for 4th and 5th grades - Title I - \$80,000</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: assessing gaps in skills and re-mediating those skills by using small group instruction.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists.</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Well-Rounded Education : The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: daily classroom meetings (circle time), school garden, monthly guidance lessons.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Counselors, Assistant Principals, Principal, Behavior Interventionist.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Deepen understanding of and address specific academic needs of the Economically Disadvantaged, LEP, Hispanic, African American and Special Education student groups in an effort to address the needs of all students, particularly at-risk.</p> <p>Strategy's Expected Result/Impact: 1.-Extra Duty Pay for tutoring (before school) 2.- Academic Camps (after school by invitation) 3.- Increase student motivation to ensure assessment targets are met. 4.- Instructional supplies (Math manipulatives, Math Flashcards, Goal Folders, Small Group Supplies) 5.- Testing coordinator 6.- Paper and ink for flyers to communicate with parents and for tutoring 7.- Ready To Grow Gardens (KG - 5th Grade) 8- Several Site Licenses (Education Galaxy, Nearpod, Flocabulary, BrainPop, Legends of Learning, etc.) 9.- Mother Goose (PPCD, PK, and KG) 10.- Staff Development Books (Number Talks) 11.- ECS Learning Systems - 2nd Grade Reading and Math practice Reading and Math booklets</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: Extra Duty Pay - Tutoring - Title I - \$4,000, Testing Coordinator - Title I - \$39,026.22, Paper and Ink - Title I - \$4,000, Ready to Grow Gardens - Title I - \$12,900, Nearpod - Title I - \$6,600, Education Galaxy - Title I - \$4,750, Brain Pop - Title I - \$3,745, Materials from Office Depot - Goal Folders - Title I - \$468.33, Legends of Learning - Title I - \$1,700, ECS Learning Systems - 2nd Grade Reading and Math practice booklets - Title I - \$6,527.30, Scholastic - Small Group Supplies - Title I - \$3,972.07, EAI - Math Flashcards - Title I - \$4,931.28, Hand to Mind - Math Manipulatives - Title I - \$536.11, Learning A-Z - Title I - \$472, Mother Goose for PPCD, PK, and KG - Title I - \$1,170, Number Talks Books - Title I - \$185, Instructional Supplies - Title I - \$19,596.66</p>	Formative		
	Nov	Feb	May
			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Performance Objective 2: ESSER III: Throughout the 2021-22 school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Welcome Back Camp: All Teachers will attend the event. All Students will be invited to the event. Teachers will go over campus expectations, and complete a read aloud for students.</p> <p>Strategy's Expected Result/Impact: The Welcome Back Camp will help our students' attendance increase by 5-10% .</p> <p>EE: 91.38% PK: 95.31% KG: 95.62% 1st: 94.69% 2nd: 94.47% 3rd: 96.22% 4th: 94.49% 5th: 96.4% Overall: 95.28% Goal 97.2%</p> <p>The Welcome Back Camp will help our student office referral discipline decrease by 5%.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Academic Camps/Science Camps: M. Robinson Elementary will have 4 Academic Camps and 3 Science Academic Camps throughout the school year. Students in grades 2-5 will be invited to participate in camps based on their District Benchmark Assessments and STAAR Assessments.</p> <p>Teachers will have rotations for camps. Instructional Specialists will provide lessons and materials for teachers to utilize. The lessons will be addressing most missed concepts on STAAR based on student performance of TEKS.</p> <p>Strategy's Expected Result/Impact: Students will increase their STAAR/Benchmark Scores by 5% in the Meets and Masters categories in Math, Reading and Science.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Snacks for Camps - ESSER III - \$1,000, After School Camps - ESSER III - \$2,100</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Core content area interventionist: Bilingual Reading Interventionist will work with 3rd, 4th, and 5th grade bilingual students in a push in and pull out program.</p> <p>Strategy's Expected Result/Impact: By the end of the 2021-2022 school year 85% of the bilingual students working with the Bilingual Reading interventionist will reach Approaches or higher on the Reading STAAR test.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Bilingual Teacher - Content Interventionist - ESSER III - \$70,000</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will have PBIS lessons daily using the Sanford Harmony Kit. Each student will have a book given to them to celebrate them on their birthday. Books will be purchased for all students in order to have students feel involved and have relationship skills, and self awareness. Prek-5th Grade will have Goal Folders to track their growth.</p> <p>Strategy's Expected Result/Impact: Our CSSR Referrals will decrease by 5% across the grade levels. Our behavior referrals will decrease as a campus whole by 5%.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: The Reading Warehouse - ESSER III - \$4,485.36</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: We will purchase STAAR Master student consumables for 2nd-5th grade students in Math and Reading. We will purchase STAAR Masters for 4th and 5th grade students for Science.</p> <p>Strategy's Expected Result/Impact: Meet or exceed STAAR targets on attached CIP data tables.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: ECS Asteria Learning - ESSER III - \$22,414.64</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 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 2021-22 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: Teachers will provide small group instruction for students that did not meet the standards on the BOY benchmark in all curriculum areas. Materials will be provided to teachers to work with these students in the areas of need.</p> <p>Strategy's Expected Result/Impact: Students will meet the EOY standards at the end of the 2021-2022 school year in all curriculum areas.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal</p> <p>Funding Sources: Materials - Special Allotment: Compensatory Education - \$4,880</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: Student Safety: By the end of the 2021-22 school year, 100% of the district's safety policies will be implemented.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: M. Robinson will continue to implement PBIS and Sanford Harmony activities during circle time to create a respectful learning environment. Students will also be trained in the use of Tipline, strategies for dealing with bullying/conflict, and District Code of Conduct through guidance lessons, Project Safety lessons, and AP classroom visits. Students and staff will practice crisis drills and monthly fire drills.</p> <p>Strategy's Expected Result/Impact: Students and staff members will be able to execute safety drills effectively. Students will be able to demonstrate understanding of safety procedures on campus.</p> <p>Students will increase knowledge to deal with difficulties/conflict and awareness of expectations as well as ways to seek assistance for resolution.</p> <p>Staff Responsible for Monitoring: Principal, Counselors, Behavior Interventionist, Teachers</p> <p>Funding Sources: ROAR Store for PBIS - Title I - \$1,000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. There is a need for vest to identify administrators conducting the drills.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Funding Sources: Vests from School Specialty - Title I - \$60</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 2: Student Attendance: By the end of the 2021-22 school year, student attendance will be at 97%.

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: M. Robinson will provide recognition to students that have exemplary attendance every nine weeks. Teachers will contact parents after a student's third consecutive absence.</p> <p>Teachers will contact parents after a student's third consecutive absence.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Registrar</p> <p>Funding Sources: Celebrations - Supplies from Oriental Trading - Title I - \$1,000</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 3: Restorative Discipline: By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 15%.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: At M. Robinson, we will continue to use restorative discipline strategies along with PBIS to ensure that all students are being successful. If any student receives 3 or more office referrals, a support plan will be put in place. Strategy's Expected Result/Impact: Discipline referrals will be decreased by 15%. Staff Responsible for Monitoring: Assistant Principals, Behavior Interventionist, Counselors</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions We will continue to use behavior contracts, social skills lessons, and PBIS matrices to reduce discipline referrals. Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 10%. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Behavior Interventionist</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Counselors and BI will work one-on-one as needed to support students to attain increased social, emotional, and behavioral competencies. Students will learn about the different infractions and consequences from the Code of Conduct given by the Assistant Principals in the fall and the spring semesters. Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 10%. Staff Responsible for Monitoring: Counselors, Behavior Interventionist, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: A team approach formed by the Assistant Principals, Counselors, and Behavior Interventionist will be utilized to create behavior plans and provide coaching to support AA students to mitigate behavior issues. Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%. Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, Counselors</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: At M. Robinson we will use Sanford Harmony during morning meetings, social skills lessons, as well as counselors providing monthly guided lessons, and the presentation of project safety.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Behavior Interventionist.</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 4: Coordinated Health Program: By the end of the 2021-22 school year, 100% of the Campus School Health Advisory Council (CSHAC) Campus Plan will be implemented.

Evaluation Data Sources: Records of CSHAC plan implementation (ex: Lesson Plans etc.)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified time-lines.</p> <p>Strategy's Expected Result/Impact: Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness.</p> <p>Staff Responsible for Monitoring: CSHAC Team</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: M. Robinson will recognize perfect attendance every month, rewarding teams with the best attendance every nine weeks with attendance certificates, monthly incentives such as: Jeans passes, Braley bucks, Sonic drinks, snacks, free lamination, and others.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>Funding Sources: Laminates & Snacks - Title I - \$1,000</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 2021-22 school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Consultants and professional development providing growth opportunities in the area of professionalism, serving an at-risk and Title I population, reading, math, science, and writing. (Elizabeth Martin, Number Talks, CAST, Region IV Training)</p> <p>Strategy's Expected Result/Impact: Staff will grow in their knowledge of the reading, math, science, and writing processes, instructional implications, and strategies to address gaps in these content areas.</p> <p>1.- Professional Development opportunities (Elizabeth Martin, Math Solutions, CAST Conference)</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Elizabeth Martin - Title I - \$12,000, CAST Conference - Title I - \$300, Number Talks - Math Solutions - Title I - \$1,400</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 2021-22 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: At M. Robinson, parents will continue to be offered various opportunities for families to attend a variety of school-wide events. Parents will be notified by utilizing a variety of communication methods (notes, school messenger, marquee, Remind, stickers, monthly newsletter, monthly calendar, daily take home folders, Facebook and Twitter) to attend these events with the purpose of building a stronger school and home relationship.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%.</p> <ol style="list-style-type: none"> 1.- STEAM Night (Math/Science Night) 2.- STAAR Night (3,4,&5 Grades) 3.- Literacy Night (All Grade Levels) 4.- Paper and Ink for copies for flyers to send to parents for different events 5.- Folders for Daily Communication with parents <p>Staff Responsible for Monitoring: Principal, Teachers, Leadership Team, VIPS Liaison.</p> <p>Funding Sources: Office Depot - Daily Folders - Title I - \$1,031.09, Paper and Ink - Title I - \$3,000, Literacy Night - Oriental Trading - Title I - \$602.99, STEAM Night - Title I - \$743.96, STAAR Night - Title I - \$743.96</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Title I Campus:</p> <p>Parent and Family Engagement Policy: The campus jointly developed/amended the policy with parents and family members and distributed to all parents and family members within the school.</p> <p>This policy was made available in English and Spanish and other languages based on the Language Access Plan for Title I Campuses on the campus website as well as in the following location(s): Walmart @ 6060 N Fry Rd, Katy, TX 77449</p> <p>Strategy's Expected Result/Impact: 100% of parents and family members will have access to the Parent and Family Engagement Policy.</p> <p>Staff Responsible for Monitoring: Principal, Leadership Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Title I Campus:</p> <p>Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings. Meet the Teacher August 19, Curriculum Night/ Title 1 Nights (9/21/22 & 9/22/22) 5:30 - 6:30, Literacy Night - November 16, STAAR Night - February 22, STEAM Night - April 12.</p> <p>Strategy's Expected Result/Impact: Parent and family participation will increase by 10% due to the campus offering flexible meeting dates and times.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

State Compensatory

Budget for M. Robinson Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

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Personnel for M. Robinson Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	Reaching Enrichment/SGRI Teacher	1
1 position	Aide Instructional	1
1 position	Behavior Interventionist	1
1 positions	Instructional Specialist	1
2 positions	Core Content Area Interventionist	1
2 positions	Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	Testing Coordinator	Assessment	.5
Staff	Teacher	Reading	1
Staff	Teacher	Science Pull-out	1

Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	After School Camps		\$2,100.00
1	2	2	Snacks for Camps		\$1,000.00
1	2	3	Bilingual Teacher - Content Interventionist		\$70,000.00
1	2	4	The Reading Warehouse		\$4,485.36
1	2	5	ECS Asteria Learning		\$22,414.64
Sub-Total					\$100,000.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Funds for substitute pay for class size reduction.		\$2,000.00
1	1	1	2nd Grade Class Size Reduction		\$69,282.45
1	1	1	Temporary Worker		\$12,930.00
1	1	1	Pull Out Teacher for KG, 1st and 2nd Grades		\$71,771.39
1	1	2	Writing Temporary Worker		\$12,930.00
1	1	3	Math Interventionist Pull Out KG, 1st, and 2 grades		\$75,458.19
1	1	3	Math Temporary Worker for 3rd grade		\$12,930.00
1	1	3	Math Temporary Worker for 4th grade		\$12,930.00
1	1	3	Math Temporary Worker for 5th grade		\$12,930.00
1	1	4	Science Interventionist for 4th and 5th grades		\$80,000.00
1	1	7	Mother Goose for PPCD, PK, and KG		\$1,170.00
1	1	7	Brain Pop		\$3,745.00
1	1	7	ECS Learning Systems - 2nd Grade Reading and Math practice booklets		\$6,527.30
1	1	7	Hand to Mind - Math Manipulatives		\$536.11
1	1	7	EAI - Math Flashcards		\$4,931.28
1	1	7	Nearpod		\$6,600.00
1	1	7	Ready to Grow Gardens		\$12,900.00
1	1	7	Learning A-Z		\$472.00
1	1	7	Testing Coordinator		\$39,026.22

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Materials from Office Depot - Goal Folders		\$468.33
1	1	7	Scholastic - Small Group Supplies		\$3,972.07
1	1	7	Extra Duty Pay - Tutoring		\$4,000.00
1	1	7	Instructional Supplies		\$19,596.66
1	1	7	Education Galaxy		\$4,750.00
1	1	7	Number Talks Books		\$185.00
1	1	7	Paper and Ink		\$4,000.00
1	1	7	Legends of Learning		\$1,700.00
2	1	1	ROAR Store for PBIS		\$1,000.00
2	1	2	Vests from School Specialty		\$60.00
2	2	1	Celebrations - Supplies from Oriental Trading		\$1,000.00
3	1	1	Laminate & Snacks		\$1,000.00
3	2	1	CAST Conference		\$300.00
3	2	1	Elizabeth Martin		\$12,000.00
3	2	1	Number Talks - Math Solutions		\$1,400.00
4	1	1	STEAM Night		\$743.96
4	1	1	Paper and Ink		\$3,000.00
4	1	1	Office Depot - Daily Folders		\$1,031.09
4	1	1	STAAR Night		\$743.96
4	1	1	Literacy Night - Oriental Trading		\$602.99
Sub-Total					\$500,624.00
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Materials		\$4,880.00
Sub-Total					\$4,880.00

Addendums

Cypress-Fairbanks Independent School District
 Department of District Improvement and Accountability
2021-22 Approaches CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Math	3	Robinson (M.)	All	174	101	58%	63%	5%	177	113	64%
Math	3	Robinson (M.)	Hispanic	96	53	55%	60%	5%	101	60	59%
Math	3	Robinson (M.)	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Robinson (M.)	Asian	16	14	88%	93%	5%	7	6	86%
Math	3	Robinson (M.)	African Am.	47	25	53%	60%	7%	54	34	63%
Math	3	Robinson (M.)	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Robinson (M.)	White	11	7	64%	70%	6%	7	5	71%
Math	3	Robinson (M.)	Two or More	*	*	*	*	*	5	5	100%
Math	3	Robinson (M.)	Eco. Dis.	142	79	56%	62%	6%	139	83	60%
Math	3	Robinson (M.)	LEP Current	60	30	50%	55%	5%	47	24	51%
Math	3	Robinson (M.)	At-Risk	128	69	54%	60%	6%	137	77	56%
Math	3	Robinson (M.)	SPED	12	5	42%	50%	8%	13	3	23%
Math	4	Robinson (M.)	All	179	74	41%	50%	9%	187	121	65%
Math	4	Robinson (M.)	Hispanic	105	39	37%	42%	5%	104	66	63%
Math	4	Robinson (M.)	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Robinson (M.)	Asian	12	7	58%	63%	5%	14	13	93%
Math	4	Robinson (M.)	African Am.	44	20	45%	50%	5%	50	31	62%
Math	4	Robinson (M.)	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Robinson (M.)	White	8	2	25%	35%	10%	12	7	58%
Math	4	Robinson (M.)	Two or More	5	3	60%	65%	5%	6	4	67%
Math	4	Robinson (M.)	Eco. Dis.	152	57	38%	45%	7%	150	93	62%
Math	4	Robinson (M.)	LEP Current	59	13	22%	30%	8%	70	41	59%
Math	4	Robinson (M.)	At-Risk	108	40	37%	42%	5%	132	79	60%
Math	4	Robinson (M.)	SPED	15	4	27%	35%	8%	22	7	32%
Math	5	Robinson (M.)	All	185	121	65%	70%	5%	198	153	77%
Math	5	Robinson (M.)	Hispanic	125	83	66%	71%	5%	124	92	74%
Math	5	Robinson (M.)	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Robinson (M.)	Asian	13	9	69%	75%	6%	12	12	100%
Math	5	Robinson (M.)	African Am.	35	21	60%	65%	5%	47	37	79%
Math	5	Robinson (M.)	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Robinson (M.)	White	7	5	71%	80%	9%	5	3	60%
Math	5	Robinson (M.)	Two or More	*	*	*	*	*	5	5	100%
Math	5	Robinson (M.)	Eco. Dis.	148	96	65%	72%	7%	159	124	78%
Math	5	Robinson (M.)	LEP Current	64	38	59%	65%	6%	73	53	73%
Math	5	Robinson (M.)	At-Risk	138	86	62%	70%	8%	168	125	74%
Math	5	Robinson (M.)	SPED	16	4	25%	30%	5%	16	7	44%

Cypress-Fairbanks Independent School District
 Department of District Improvement and Accountability
2021-22 Approaches CIP Targets

The targets listed below meet minimum expectations.
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Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	3	Robinson (M.)	All	173	125	72%	75%	3%	177	135	76%
Reading	3	Robinson (M.)	Hispanic	96	68	71%	75%	4%	101	72	71%
Reading	3	Robinson (M.)	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Robinson (M.)	Asian	16	13	81%	85%	4%	7	5	71%
Reading	3	Robinson (M.)	African Am.	46	30	65%	70%	5%	54	43	80%
Reading	3	Robinson (M.)	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Robinson (M.)	White	11	10	91%	94%	3%	7	7	100%
Reading	3	Robinson (M.)	Two or More	*	*	*	*	*	5	5	100%
Reading	3	Robinson (M.)	Eco. Dis.	142	99	70%	75%	5%	139	101	73%
Reading	3	Robinson (M.)	LEP Current	60	40	67%	72%	5%	47	25	53%
Reading	3	Robinson (M.)	At-Risk	127	87	69%	74%	5%	137	96	70%
Reading	3	Robinson (M.)	SPED	12	4	33%	40%	7%	13	3	23%
Reading	4	Robinson (M.)	All	180	106	59%	65%	6%	187	141	75%
Reading	4	Robinson (M.)	Hispanic	107	55	51%	55%	4%	104	76	73%
Reading	4	Robinson (M.)	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Robinson (M.)	Asian	12	9	75%	80%	5%	14	12	86%
Reading	4	Robinson (M.)	African Am.	43	30	70%	75%	5%	50	37	74%
Reading	4	Robinson (M.)	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Robinson (M.)	White	8	4	50%	55%	5%	12	9	75%
Reading	4	Robinson (M.)	Two or More	5	5	100%	100%	0%	6	6	100%
Reading	4	Robinson (M.)	Eco. Dis.	153	88	58%	63%	5%	150	109	73%
Reading	4	Robinson (M.)	LEP Current	60	20	33%	38%	5%	70	45	64%
Reading	4	Robinson (M.)	At-Risk	110	59	54%	60%	6%	132	91	69%
Reading	4	Robinson (M.)	SPED	15	5	33%	40%	7%	22	8	36%
Reading	5	Robinson (M.)	All	183	130	71%	76%	5%	197	159	81%
Reading	5	Robinson (M.)	Hispanic	123	88	72%	77%	5%	123	98	80%
Reading	5	Robinson (M.)	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Robinson (M.)	Asian	13	10	77%	82%	5%	12	10	83%
Reading	5	Robinson (M.)	African Am.	36	23	64%	70%	6%	47	37	79%
Reading	5	Robinson (M.)	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Robinson (M.)	White	6	5	83%	88%	5%	5	5	100%
Reading	5	Robinson (M.)	Two or More	*	*	*	*	*	5	5	100%
Reading	5	Robinson (M.)	Eco. Dis.	146	102	70%	75%	5%	158	125	79%
Reading	5	Robinson (M.)	LEP Current	64	36	56%	62%	6%	72	47	65%
Reading	5	Robinson (M.)	At-Risk	136	88	65%	70%	5%	167	130	78%
Reading	5	Robinson (M.)	SPED	16	5	31%	40%	9%	16	6	38%

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

2021-22 Approaches CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Science	5	Robinson (M.)	All	182	130	71%	80%	9%	196	156	80%
Science	5	Robinson (M.)	Hispanic	122	89	73%	80%	7%	122	98	80%
Science	5	Robinson (M.)	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Robinson (M.)	Asian	13	10	77%	85%	8%	12	11	92%
Science	5	Robinson (M.)	African Am.	36	22	61%	70%	9%	47	34	72%
Science	5	Robinson (M.)	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Robinson (M.)	White	6	5	83%	90%	7%	5	5	100%
Science	5	Robinson (M.)	Two or More	*	*	*	*	*	5	5	100%
Science	5	Robinson (M.)	Eco. Dis.	146	102	70%	75%	5%	157	126	80%
Science	5	Robinson (M.)	LEP Current	64	39	61%	70%	9%	72	52	72%
Science	5	Robinson (M.)	At-Risk	136	93	68%	75%	7%	167	129	77%
Science	5	Robinson (M.)	SPED	15	2	13%	25%	12%	15	6	40%

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

2021-22 Meets CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Math	4	Robinson (M.)	All	179	31	17%	23%	6%	187	63	34%
Math	4	Robinson (M.)	Hispanic	105	11	10%	15%	5%	104	27	26%
Math	4	Robinson (M.)	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Robinson (M.)	Asian	12	7	58%	65%	7%	14	12	86%
Math	4	Robinson (M.)	African Am.	44	9	20%	25%	5%	50	18	36%
Math	4	Robinson (M.)	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Robinson (M.)	White	8	0	0%	5%	5%	12	4	33%
Math	4	Robinson (M.)	Two or More	5	3	60%	65%	5%	6	2	33%
Math	4	Robinson (M.)	Eco. Dis.	152	23	15%	20%	5%	150	46	31%
Math	4	Robinson (M.)	LEP Current	59	3	5%	10%	5%	70	19	27%
Math	4	Robinson (M.)	At-Risk	108	15	14%	20%	6%	132	39	30%
Math	4	Robinson (M.)	SPED	15	3	20%	25%	5%	22	3	14%
Math	5	Robinson (M.)	All	185	70	38%	45%	7%	198	80	40%
Math	5	Robinson (M.)	Hispanic	125	43	34%	40%	6%	124	41	33%
Math	5	Robinson (M.)	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Robinson (M.)	Asian	13	6	46%	55%	9%	12	8	67%
Math	5	Robinson (M.)	African Am.	35	15	43%	50%	7%	47	24	51%
Math	5	Robinson (M.)	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Robinson (M.)	White	7	4	57%	65%	8%	5	2	40%
Math	5	Robinson (M.)	Two or More	*	*	*	*	*	5	2	40%
Math	5	Robinson (M.)	Eco. Dis.	148	49	33%	40%	7%	159	61	38%
Math	5	Robinson (M.)	LEP Current	64	15	23%	30%	7%	73	16	22%
Math	5	Robinson (M.)	At-Risk	138	43	31%	35%	4%	168	56	33%
Math	5	Robinson (M.)	SPED	16	1	6%	10%	4%	16	1	6%
Reading	4	Robinson (M.)	All	180	49	27%	35%	8%	187	105	56%
Reading	4	Robinson (M.)	Hispanic	107	24	22%	30%	8%	104	51	49%
Reading	4	Robinson (M.)	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Robinson (M.)	Asian	12	5	42%	50%	8%	14	12	86%
Reading	4	Robinson (M.)	African Am.	43	16	37%	42%	5%	50	29	58%
Reading	4	Robinson (M.)	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Robinson (M.)	White	8	1	13%	18%	5%	12	7	58%
Reading	4	Robinson (M.)	Two or More	5	2	40%	45%	5%	6	5	83%
Reading	4	Robinson (M.)	Eco. Dis.	153	37	24%	30%	6%	150	76	51%
Reading	4	Robinson (M.)	LEP Current	60	6	10%	15%	5%	70	28	40%
Reading	4	Robinson (M.)	At-Risk	110	24	22%	30%	8%	132	63	48%
Reading	4	Robinson (M.)	SPED	15	2	13%	20%	7%	22	5	23%

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

2021-22 Meets CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	5	Robinson (M.)	All	183	73	40%	45%	5%	197	105	53%
Reading	5	Robinson (M.)	Hispanic	123	42	34%	40%	6%	123	60	49%
Reading	5	Robinson (M.)	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Robinson (M.)	Asian	13	7	54%	60%	6%	12	8	67%
Reading	5	Robinson (M.)	African Am.	36	17	47%	55%	8%	47	27	57%
Reading	5	Robinson (M.)	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Robinson (M.)	White	6	4	67%	75%	8%	5	5	100%
Reading	5	Robinson (M.)	Two or More	*	*	*	*	*	5	3	60%
Reading	5	Robinson (M.)	Eco. Dis.	146	55	38%	50%	12%	158	83	53%
Reading	5	Robinson (M.)	LEP Current	64	11	17%	25%	8%	72	25	35%
Reading	5	Robinson (M.)	At-Risk	136	43	32%	40%	8%	167	80	48%
Reading	5	Robinson (M.)	SPED	16	2	13%	15%	2%	16	1	6%
Science	5	Robinson (M.)	All	182	64	35%	42%	7%	196	95	48%
Science	5	Robinson (M.)	Hispanic	122	36	30%	35%	5%	122	57	47%
Science	5	Robinson (M.)	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Robinson (M.)	Asian	13	7	54%	60%	6%	12	9	75%
Science	5	Robinson (M.)	African Am.	36	16	44%	50%	6%	47	21	45%
Science	5	Robinson (M.)	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Robinson (M.)	White	6	3	50%	55%	5%	5	3	60%
Science	5	Robinson (M.)	Two or More	*	*	*	*	*	5	3	60%
Science	5	Robinson (M.)	Eco. Dis.	146	52	36%	42%	6%	157	71	45%
Science	5	Robinson (M.)	LEP Current	64	10	16%	20%	4%	72	25	35%
Science	5	Robinson (M.)	At-Risk	136	40	29%	34%	5%	167	75	45%
Science	5	Robinson (M.)	SPED	15	1	7%	10%	3%	15	4	27%

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

2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Math	3	Robinson (M.)	All	174	21	12%	17%	5%	177	28	16%
Math	3	Robinson (M.)	Hispanic	96	10	10%	15%	5%	101	14	14%
Math	3	Robinson (M.)	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Robinson (M.)	Asian	16	5	31%	35%	4%	7	2	29%
Math	3	Robinson (M.)	African Am.	47	4	9%	15%	6%	54	7	13%
Math	3	Robinson (M.)	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Robinson (M.)	White	11	1	9%	15%	6%	7	3	43%
Math	3	Robinson (M.)	Two or More	*	*	*	*	*	5	2	40%
Math	3	Robinson (M.)	Eco. Dis.	142	14	10%	15%	5%	139	20	14%
Math	3	Robinson (M.)	LEP Current	60	8	13%	18%	5%	47	4	9%
Math	3	Robinson (M.)	At-Risk	128	15	12%	17%	5%	137	13	9%
Math	3	Robinson (M.)	SPED	12	0	0%	5%	5%	13	0	0%
Math	4	Robinson (M.)	All	179	17	9%	13%	4%	187	35	19%
Math	4	Robinson (M.)	Hispanic	105	5	5%	10%	5%	104	14	13%
Math	4	Robinson (M.)	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Robinson (M.)	Asian	12	6	50%	55%	5%	14	11	79%
Math	4	Robinson (M.)	African Am.	44	4	9%	13%	4%	50	8	16%
Math	4	Robinson (M.)	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Robinson (M.)	White	8	0	0%	5%	5%	12	1	8%
Math	4	Robinson (M.)	Two or More	5	1	20%	25%	5%	6	1	17%
Math	4	Robinson (M.)	Eco. Dis.	152	12	8%	13%	5%	150	26	17%
Math	4	Robinson (M.)	LEP Current	59	3	5%	10%	5%	70	11	16%
Math	4	Robinson (M.)	At-Risk	108	11	10%	15%	5%	132	21	16%
Math	4	Robinson (M.)	SPED	15	1	7%	12%	5%	22	2	9%
Math	5	Robinson (M.)	All	185	40	22%	26%	4%	198	35	18%
Math	5	Robinson (M.)	Hispanic	125	24	19%	22%	3%	124	14	11%
Math	5	Robinson (M.)	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Robinson (M.)	Asian	13	4	31%	45%	14%	12	8	67%
Math	5	Robinson (M.)	African Am.	35	9	26%	31%	5%	47	9	19%
Math	5	Robinson (M.)	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Robinson (M.)	White	7	3	43%	48%	5%	5	0	0%
Math	5	Robinson (M.)	Two or More	*	*	*	*	*	5	2	40%
Math	5	Robinson (M.)	Eco. Dis.	148	28	19%	25%	6%	159	25	16%
Math	5	Robinson (M.)	LEP Current	64	5	8%	15%	7%	73	10	14%
Math	5	Robinson (M.)	At-Risk	138	20	14%	20%	6%	168	23	14%
Math	5	Robinson (M.)	SPED	16	0	0%	5%	5%	16	1	6%

Cypress-Fairbanks Independent School District
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2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	3	Robinson (M.)	All	173	24	14%	20%	6%	177	43	24%
Reading	3	Robinson (M.)	Hispanic	96	9	9%	15%	6%	101	20	20%
Reading	3	Robinson (M.)	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Robinson (M.)	Asian	16	5	31%	40%	9%	7	3	43%
Reading	3	Robinson (M.)	African Am.	46	9	20%	25%	5%	54	14	26%
Reading	3	Robinson (M.)	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Robinson (M.)	White	11	1	9%	15%	6%	7	4	57%
Reading	3	Robinson (M.)	Two or More	*	*	*	*	*	5	1	20%
Reading	3	Robinson (M.)	Eco. Dis.	142	17	12%	20%	8%	139	29	21%
Reading	3	Robinson (M.)	LEP Current	60	6	10%	15%	5%	47	5	11%
Reading	3	Robinson (M.)	At-Risk	127	15	12%	18%	6%	137	25	18%
Reading	3	Robinson (M.)	SPED	12	0	0%	5%	5%	13	1	8%
Reading	4	Robinson (M.)	All	180	24	13%	20%	7%	187	51	27%
Reading	4	Robinson (M.)	Hispanic	107	11	10%	15%	5%	104	22	21%
Reading	4	Robinson (M.)	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Robinson (M.)	Asian	12	2	17%	23%	6%	14	9	64%
Reading	4	Robinson (M.)	African Am.	43	9	21%	26%	5%	50	14	28%
Reading	4	Robinson (M.)	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Robinson (M.)	White	8	0	0%	5%	5%	12	3	25%
Reading	4	Robinson (M.)	Two or More	5	1	20%	25%	5%	6	2	33%
Reading	4	Robinson (M.)	Eco. Dis.	153	17	11%	16%	5%	150	34	23%
Reading	4	Robinson (M.)	LEP Current	60	4	7%	15%	8%	70	12	17%
Reading	4	Robinson (M.)	At-Risk	110	10	9%	15%	6%	132	32	24%
Reading	4	Robinson (M.)	SPED	15	0	0%	5%	5%	22	2	9%
Reading	5	Robinson (M.)	All	183	48	26%	32%	6%	197	66	34%
Reading	5	Robinson (M.)	Hispanic	123	25	20%	25%	5%	123	35	28%
Reading	5	Robinson (M.)	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Robinson (M.)	Asian	13	6	46%	50%	4%	12	6	50%
Reading	5	Robinson (M.)	African Am.	36	12	33%	38%	5%	47	17	36%
Reading	5	Robinson (M.)	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Robinson (M.)	White	6	2	33%	38%	5%	5	4	80%
Reading	5	Robinson (M.)	Two or More	*	*	*	*	*	5	2	40%
Reading	5	Robinson (M.)	Eco. Dis.	146	36	25%	30%	5%	158	53	34%
Reading	5	Robinson (M.)	LEP Current	64	8	13%	18%	5%	72	14	19%
Reading	5	Robinson (M.)	At-Risk	136	27	20%	25%	5%	167	46	28%
Reading	5	Robinson (M.)	SPED	16	0	0%	5%	5%	16	1	6%

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

2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Science	5	Robinson (M.)	All	182	18	10%	15%	5%	196	42	21%
Science	5	Robinson (M.)	Hispanic	122	11	9%	15%	6%	122	26	21%
Science	5	Robinson (M.)	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Robinson (M.)	Asian	13	3	23%	30%	7%	12	6	50%
Science	5	Robinson (M.)	African Am.	36	2	6%	15%	9%	47	5	11%
Science	5	Robinson (M.)	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Robinson (M.)	White	6	0	0%	5%	5%	5	2	40%
Science	5	Robinson (M.)	Two or More	*	*	*	*	*	5	1	20%
Science	5	Robinson (M.)	Eco. Dis.	146	14	10%	15%	5%	157	30	19%
Science	5	Robinson (M.)	LEP Current	64	2	3%	10%	7%	72	11	15%
Science	5	Robinson (M.)	At-Risk	136	9	7%	10%	3%	167	31	19%
Science	5	Robinson (M.)	SPED	15	0	0%	5%	5%	15	2	13%

Robinson (M.)

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 41% to 51% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
41%	43%	45%	48%	51%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	44%	39%							37%		36%	42%	38%
2022	46%	41%	NA	NA	NA	NA	NA	NA	39%	NA	38%	44%	40%
2023	48%	43%	NA	NA	NA	NA	NA	NA	41%	NA	40%	46%	42%
2024	51%	46%	NA	NA	NA	NA	NA	NA	44%	NA	43%	49%	45%
2025	54%	49%	NA	NA	NA	NA	NA	NA	47%	NA	46%	52%	48%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 36% to 46% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
36%	38%	40%	43%	46%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	30%	36%							32%		30%	38%	31%
2022	32%	38%	NA	NA	NA	NA	NA	NA	34%	NA	32%	40%	33%
2023	34%	40%	NA	NA	NA	NA	NA	NA	36%	NA	34%	42%	35%
2024	37%	43%	NA	NA	NA	NA	NA	NA	39%	NA	37%	45%	38%
2025	40%	46%	NA	NA	NA	NA	NA	NA	42%	NA	40%	48%	41%

CYPRESS-FAIRBANKS ISD

Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

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

Mathematics

- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using Number Talks, Math Talks, CFISD Fact Fluency Plan, and other content conversation routines.
 - "Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
 - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use the rule of thumb of a weekly average use of the following:
 - 55% paper resource, 35% digital resource, 10% flex
 - Use Chromebook devices to engage in digital creation and collaboration
 - Incorporate the use of digital tools such as ST Math, Gizmos, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
 - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
 - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.
 - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

Science

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

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

Elementary Physical Education/Health (K-5)

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize the resources available to teachers including the CFISD Elementary PE Required Skills Units; Focused Fitness resources (digital); SPARK (digital); CATCH materials; and, Health Curriculum Videos.
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K- 5)

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

Visual Arts (K–5)

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