

**Cypress-Fairbanks Independent School District**

**M. Robinson Elementary School**

**2023-2024**



*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.

# Table of Contents

Comprehensive Needs Assessment ..... 4

    Needs Assessment Overview ..... 4

    Student Achievement ..... 6

    School Culture and Climate ..... 8

    Staff Quality, Recruitment, and Retention ..... 9

    Parent and Community Engagement ..... 10

Goals ..... 12

    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. .... 12

    Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning. .... 17

    Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics. .... 20

    Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities. .... 22

Addendums ..... 23

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### SCHOOL PROFILE

M. Robinson Elementary is a campus in Katy, Texas. M. Robinson opened its doors in 2008. M. Robinson is projected to serve 913 students in grades ECSE - 5th grade during the 2023-2024 school year, which is a decrease from the previous year of 1324.

#### COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

M. Robinson's needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2022-23 school year:

- Campus goals from CIP
- STAAR results
- TELPAS
- Student attendance percentage per grade level
- Discipline data
- Teacher attendance by grade level
- Special Education number of students that we served

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on Monday, May 22, 2023 and again on Thursday, September 28, 2023 to develop and finalize the CNA. The meetings were held in the school library at 2:30 p.m. and at 4:15 p.m.

At the first meeting on Monday, May 22, 2023, principal Rocio Braley went over the EOY data. The committee was divided in groups to identify three strengths and three needs from 2022-23 data. The instructional team provided BM data to all members of the committee. They went over the strengths of each area.

During the data digs, the committee determined the needs of the students based on the data that was presented. The needs and strengths are documented on the papers that were given to upload the information on the Title 1 CRATE.

At the second meeting on Thursday, September 28, 2023, during the CPOC meeting, principal Rocio Braley went over the purpose of the CPOC committee. Provided data to analyzed to identify the problems and root causes of them. The committee was divided into three groups. Each group was able to identify strengths, a problem, the root cause of the problem and a possible strategy to address the problem in the areas of reading, math, science, and student attendance.

The problem statements and root causes are listed in each section of the needs assessment.

## **SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES**

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year:

Our first identified priority problem is in the area of student achievement, specifically, student performance in the area of Reading in the following sub groups: Special Education, Economically Disadvantaged, White, African American, Hispanic, and At-Risk students achieved lower in comparison to the district performance. Through the root cause analysis process, we identified that 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 to grow them at the Approaches, Meets and Masters level.

Our second identified priority problem is in the area of student achievement, specifically, student performance in the area of Math in the following sub groups: Special Education, Economically Disadvantaged, White, African American, Hispanic, and At-Risk students achieved lower in comparison to the district performance. Through the root cause analysis process, we identified t eachers will utilize small group instruction with purposeful discussions and critical thinking strategies along with a variety of manipulatives to differentiate daily instruction for students to perform at the Approaches, Meets and Masters levels.

Our third identified priority problem is in the area, specifically of student absenteeism. Through the root cause analysis process, we identified that teachers and administration will be more diligent communicating with parents how the absences will impact the learning, progress and success of their students.

# Student Achievement

## Student Achievement Strengths

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

### In Reading our M. Robinson students strengths are as follows:

At the Approaches level, in 3rd grade, our Hispanic, African American, Eco. Dis., Emergent Bilingual and At- Risk students performed above the district.

At the Approaches level, in 4th grade, our African American and Eco. Dis., students performed above the district.

At the Approaches level, 5th grade, our White, Eco. Dis., Emergent Bilingual and At-Risk students performed above the district.

At the Meets level, in 3th grade, our Hispanic, African American, Eco. Dis., Emergent Bilingual and At-Risk students performed above the district.

At the Meets level, in 4th grade, our African American, Eco. Dis., At-Risk and Sp. Ed., students performed above the district.

At the Meets level, in 5th grade, our African American, Eco. Dis., Emergent Bilingual, At-Risk, and Sp. Ed. students performed above the district.

At the Master level, in 3rd grade, our Hispanic, African American, White, Eco. Dis., Emergent Bilingual and At-Risk students performed above the district.

At the Master level, in 4th grade, our Hispanic, African American, and Eco. Dis., students performed above the district.

At the Master level, in 5th grade, our Hispanic, African American, Eco. Dis., Emergent Bilingual, and At-Risk students performed above the district.

### In Math our M. Robinson students strengths are as follows:

At the Approaches level, in **3rd grade**, all our students surpass the district performance in all subpopulations.

At the Approaches level, in **4th grade**, our Hispanic, African American, Eco. Dis., and At-Risk students performed above the district.

At the Approaches level, in **5th grade**, our African American students performed above the district level.

At the Meets level, **in 3rd grade**, our Hispanic, African American, Eco. Dis., White, Emergent Bilingual, and At-Risk students performed above the district.

At the Meets level, in **4th grade**, our African American, and Eco. Dis., students performed above the district.

At the Meets level, in **5th grade**, our African American, At -Risk, and Eco. Dis., students performed above the district.

At the Master level, in **3rd grade**, our Hispanic, African American, Eco. Dis., Emergent Bilingual, At-Risk, and Sp. Ed. students performed above the district.

At the Master level, in **4th grade**, our Hispanic, African American, Eco. Dis., students performed above the district.

At the Master level, in **5th grade**, our Hispanic, African American, Eco. Dis., Emergent Bilingual, At-Risk, and Sp. Ed. students performed above the district.

**In Science our 5th grade students strengths are as follows:**

At the Approaches level, our African American, White, Eco. Dis., Emergent Bilingual and At-Risk students performed above the district.

At the Meets level, our Hispanic, African American, Eco. Dis., Emergent Bilingual and At-Risk students performed above the district.

At the Master level, our Hispanic, African American, Eco. Dis., Emergent Bilingual, At-Risk and Sp. Ed. students performed above the district.

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** RLA: Special Education, Economically Disadvantaged, White, African American, Hispanic, and At-Risk students achieved lower in comparison to the district performance. **Root Cause:** RLA: 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 to grow them at the Approaches, Meets and Masters level.

**Problem Statement 2:** Math: Special Education, Economically Disadvantaged, White, African American, Hispanic, and At-Risk students achieved lower in comparison to the district performance. **Root Cause:** Math: Teachers will utilize small group instruction with purposeful discussions and critical thinking strategies along with a variety of manipulatives to differentiate daily instruction for students to perform at the Approaches, Meets and Masters levels.

**Problem Statement 3:** Science: Especial Education, Economically Disadvantaged, White, African American, Hispanic, and At-Risk students achieved lower in comparison to the district performance. **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 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.

**Problem Statement 5:** 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

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

The primary goal at M. Robinson is to instill in our students and teachers a culture of high achievement based on the belief that taking risks and challenging conventional thinking is what is necessary to ensure all students maximize their full potential. We accept and embrace the fact that the teacher is the most important determining element of success in the classroom, and it is up to us, as the collective team, to ensure that every child has everything that is needed for growth and success. M. Robinson Elementary focuses on the diversity and strengths of all students while being committed to making a difference in each student's life

At M. Robinson we strive to create and provide a welcoming, positive and stimulating environment for students, parents, visitors, and staff members.

M. Robinson prides itself in having many strengths in regards to school culture and climate:

- M. Robinson has created a family environment among the staff.
- Mentors meet weekly with students during the school day to be a positive role model and to develop an additional support system for students.
- Breakfast, lunch, snacks, and treats are provided for the staff to keep them feel appreciated and motivated.
- Staff members were Bus Buddies for the first week of school to ensure student safety.
- 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.
- All crisis drills will be completed as required and staff is aware of all crisis procedures.

This school year, teachers are implementing and presenting the BOTB Monthly Character Lessons to all students on the first Friday of each month. The principal also emails the staff the survey provided by the district to gather feedback regarding the BOTB character lessons.

## 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 for teachers to continue utilizing PBIS matrices with fidelity, as well as, the implementation of circle time utilizing the Sanford Harmony program, Ripple Effects, and the BOTB monthly character lessons.



# 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.

At M. Robinson, our goal is to ensure that our staff feels valued and appreciated which directly correlates to staff retention. By creating a positive working environment, we hope that teachers will continue to stay at M. Robinson each year.

- 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 science.
- 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

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

The M. Robinson staff understands that parent involvement is the link to students' academic success. We continue to work with our parents to find and implement ways to become more involved in the school setting and to enhance our collaborative home-school relationships. Our goal will be to help our parents learn how to support their child with academic learning, foster appropriate behavior, improve their child's self-esteem, and to increase academic success. We continue to have school functions in the evenings to accommodate the schedules of working parents.

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
- Field Days
- 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 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, PBIS online, 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: As a campus, we need to provide and encourage families to attend events and to better promote the purpose of these.






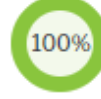



# Goals



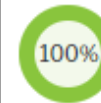






**Goal 1: Academic Achievement:** The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.








**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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1: RLA:</b> 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 to grow them at the Approaches, Meets, and Masters level. <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. <b>Staff Responsible for Monitoring:</b> Reading/ELA Instructional Specialists, Assistant Principals, Special Education Teacher, Reading Specialists and Reading Temporary Workers.	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2: Math:</b> Teachers will utilize small group instruction with purposeful discussions and critical thinking strategies along with a variety of manipulatives to differentiate daily instruction for students to perform at the Approaches, Meets and Masters levels. <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. <b>Staff Responsible for Monitoring:</b> Instructional Specialists, Assistant Principals, Principal, Math Interventionists, and Math Temporary Worker, Fifth grade class size reduction teacher.	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3: Science:</b> 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. <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. <b>Staff Responsible for Monitoring:</b> Instructional Specialists, Assistant Principals, Principal, Science Interventionist, Science Temporary Worker.	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. <b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: assessing gaps in skills and re-mediating those skills by using small group instruction. <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists.	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Well-Rounded Education: Students will be provided the opportunity to participate in 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. <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. <b>Staff Responsible for Monitoring:</b> Counselors, Assistant Principals, Principal, Behavior Interventionist.	Formative		
	Nov	Feb	May
			














Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7: At-Risk:</b> Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p>With the support of Title 1 funds, M. Robinson will implement the following measures:</p> <p>1.-Extra Duty Pay for tutoring (before/after school): Teachers will meet with targeted students before school to assist in meeting or exceeding instructional targets.</p> <p>2.- Academic Camps (after school by invitation): Teachers will meet with targeted students after school to assist in meeting or exceeding instructional targets.</p> <p>3.- Instructional supplies ( Small Group Supplies, ECS Learning Systems -STAAR Masters): Materials for small group instruction will help in meeting or exceeding instructional targets in all areas.</p> <p>5.- Paper and ink for flyers to communicate with parents and for tutoring</p> <p>6.-Contract Services: Ready To Grow Gardens (KG - 5th Grade), Mother Goose (PPCD, PK, and KG) Maker U Bus (STEAM)- The Ready to Grow Gardens, Maker U Bus will provide hands-on learning experiences to support Science curriculum. Mother Goose will foster the love for reading and will develop vocabulary, and reading comprehension.</p> <p>7- Several Site Licenses: (Education Galaxy, Flocabulary, BrainPop, Legends of Learning, etc.) - Students will utilize different online site licenses to assist with classwork, behavior intervention, and practice at school and at home to help in meeting or exceeding instructional targets.</p> <p>8.-Supplies and snacks for students to incentivize attendance and appropriate behavior to increase student academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists.</p>	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 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

**Summative Evaluation:** Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Before/After School Program: Before School Tutoring and After School Camps - M. Robinson Elementary will have 8 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. <b>Strategy's Expected Result/Impact:</b> Students will increase their STAAR/Benchmark Scores by 5% in the Meets and Masters categories in Math, Reading and Science. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Extended Instructional Time (Closing the Gaps): 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. <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Professional Staffing: Core Content Area Interventionist in Reading will be hired to work with 4th and 5th grade bilingual students in a push in and pull out program. <b>Strategy's Expected Result/Impact:</b> By the end of the current school year, 85% of the bilingual students working with the Bilingual Reading interventionist will reach Approaches or higher on the Reading STAAR test. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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 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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> State Compensatory Education: Provide supplementary support to students identified as at-risk. 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.  <b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on the attached data table <b>Staff Responsible for Monitoring:</b> Principal, Instructional Specialist, APs.	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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 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
- Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 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, Ripple Effects, and AP classroom visits. Students and staff will practice crisis drills and monthly fire drills. <b>Strategy's Expected Result/Impact:</b> Students and staff members will be able to execute safety drills effectively. Students will be able to demonstrate understanding of safety procedures on campus.  Students will increase knowledge to deal with difficulties/conflict and awareness of expectations as well as ways to seek assistance for resolution. <b>Staff Responsible for Monitoring:</b> Principal, Counselors, Behavior Interventionist, Teachers	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	Formative		
	Nov	Feb	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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 current school year, student attendance will be at 95% or higher.











**Evaluation Data Sources:** Student attendance records  
**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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 3: Restorative Discipline:** The campus will use restorative discipline practices.

- Evaluation Data Sources:** Discipline reports
- Summative Evaluation:** Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. 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. <b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0% <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Behavior Interventionist.	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 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. 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. <b>Strategy's Expected Result/Impact:</b> Students will be equipped with self-management strategies. <b>Staff Responsible for Monitoring:</b> Assistant Principals, Behavior Interventionist, Counselors	Formative		
	Nov	Feb	May
			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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 current school year, teacher/paraprofessional attendance will increase by 5%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

**Summative Evaluation:** Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 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, snacks, free lamination, and others.  <b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 5%. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals	Formative		
	Nov	Feb	May
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> 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 2:** Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

**Summative Evaluation:** Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 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. (CAST, Region IV Training) <b>Strategy's Expected Result/Impact:</b> 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.  Professional Development opportunities (Region IV, Cy-Fair Professional Development classes, CAST Conference) <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists.	Formative		
	Nov	Feb	May
			
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

**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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 10%. 1.- STEAM Night (Math/Science Night) 2.- STAAR Night (3,4,&5 Grades) 3.- Literacy Night (All Grade Levels) 4.- Watch D.O.G.S. Dads 5.- Lioness Moms 5.- Folders for Daily Communication with parents 6.- Paper and Ink to send information to parents  <b>Staff Responsible for Monitoring:</b> Principal, Teachers, Leadership Team, VIPS Liaison.	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

# Addendums

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					2023												
					#	#	%	%		#	%	%		#	%	%	
Math	3	Robinson (M.)	ES 8	All	193	150	78%	85%	65%	94	49%	55%	31%	30	16%	21%	8%
Math	3	Robinson (M.)	ES 8	Hispanic	107	84	79%	85%	62%	53	50%	55%	29%	17	16%	21%	*
Math	3	Robinson (M.)	ES 8	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Robinson (M.)	ES 8	Asian	19	15	79%	85%	91%	9	47%	53%	55%	*	*	*	*
Math	3	Robinson (M.)	ES 8	African Am.	54	42	78%	85%	61%	25	46%	51%	26%	6	11%	15%	*
Math	3	Robinson (M.)	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Robinson (M.)	ES 8	White	8	7	88%	93%	75%	6	75%	80%	*	*	*	*	*
Math	3	Robinson (M.)	ES 8	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Robinson (M.)	ES 8	Eco. Dis.	156	125	80%	85%	63%	77	49%	54%	27%	24	15%	20%	8%
Math	3	Robinson (M.)	ES 8	Emergent Bilingual	80	59	74%	80%	62%	35	44%	50%	27%	8	10%	15%	*
Math	3	Robinson (M.)	ES 8	At-Risk	111	81	73%	80%	57%	47	42%	47%	23%	12	11%	16%	*
Math	3	Robinson (M.)	ES 8	SPED	19	10	53%	60%	33%	*	*	*	*	*	*	*	*
Math	4	Robinson (M.)	ES 8	All	185	119	64%	70%	69%	71	38%	44%	40%	30	16%	21%	14%
Math	4	Robinson (M.)	ES 8	Hispanic	105	69	66%	70%	67%	37	35%	40%	39%	16	15%	20%	13%
Math	4	Robinson (M.)	ES 8	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Robinson (M.)	ES 8	Asian	10	7	70%	75%	88%	6	60%	65%	63%	*	*	*	*
Math	4	Robinson (M.)	ES 8	African Am.	55	31	56%	61%	65%	19	35%	40%	32%	9	16%	21%	15%
Math	4	Robinson (M.)	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Robinson (M.)	ES 8	White	6	*	*	*	86%	*	*	*	71%	*	*	*	*
Math	4	Robinson (M.)	ES 8	Two or More	6	6	100%	100%	*	5	83%	88%	*	*	*	*	*
Math	4	Robinson (M.)	ES 8	Eco. Dis.	142	93	65%	70%	68%	54	38%	44%	39%	22	15%	20%	14%
Math	4	Robinson (M.)	ES 8	Emergent Bilingual	57	28	49%	55%	63%	14	25%	30%	36%	6	11%	16%	9%
Math	4	Robinson (M.)	ES 8	At-Risk	131	73	56%	60%	57%	38	29%	34%	31%	15	11%	16%	10%
Math	4	Robinson (M.)	ES 8	SPED	16	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Robinson (M.)	ES 8	All	193	141	73%	80%	81%	92	48%	54%	45%	30	16%	21%	15%
Math	5	Robinson (M.)	ES 8	Hispanic	103	71	69%	75%	78%	42	41%	46%	34%	16	16%	21%	13%
Math	5	Robinson (M.)	ES 8	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Robinson (M.)	ES 8	Asian	12	12	100%	100%	86%	11	92%	97%	71%	7	58%	64%	*
Math	5	Robinson (M.)	ES 8	African Am.	57	43	75%	80%	83%	30	53%	58%	50%	6	11%	16%	10%
Math	5	Robinson (M.)	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Robinson (M.)	ES 8	White	13	8	62%	67%	*	5	38%	44%	*	*	*	*	*
Math	5	Robinson (M.)	ES 8	Two or More	7	6	86%	90%	*	*	*	*	*	*	*	*	*
Math	5	Robinson (M.)	ES 8	Eco. Dis.	158	111	70%	75%	80%	72	46%	51%	47%	22	14%	20%	16%
Math	5	Robinson (M.)	ES 8	Emergent Bilingual	71	46	65%	70%	70%	25	35%	40%	37%	10	14%	20%	16%
Math	5	Robinson (M.)	ES 8	At-Risk	131	86	66%	70%	76%	47	36%	41%	36%	18	14%	20%	11%



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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					2023												
					#	#	%	%		#	%	%		#	%	%	
Math	5	Robinson (M.)	ES 8	SPED	18	7	39%	45%	56%	*	*	*	38%	*	*	*	*
Reading	3	Robinson (M.)	ES 8	All	194	154	79%	83%	78%	92	47%	50%	46%	36	19%	25%	26%
Reading	3	Robinson (M.)	ES 8	Hispanic	109	87	80%	84%	78%	54	50%	55%	48%	19	17%	23%	27%
Reading	3	Robinson (M.)	ES 8	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Robinson (M.)	ES 8	Asian	19	15	79%	83%	100%	9	47%	50%	55%	*	*	*	*
Reading	3	Robinson (M.)	ES 8	African Am.	54	43	80%	84%	74%	24	44%	50%	34%	10	19%	25%	24%
Reading	3	Robinson (M.)	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Robinson (M.)	ES 8	White	8	6	75%	80%	75%	*	*	*	75%	*	*	*	*
Reading	3	Robinson (M.)	ES 8	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Robinson (M.)	ES 8	Eco. Dis.	157	123	78%	82%	79%	75	48%	53%	44%	25	16%	20%	24%
Reading	3	Robinson (M.)	ES 8	Emergent Bilingual	78	59	76%	80%	73%	35	45%	50%	46%	11	14%	20%	24%
Reading	3	Robinson (M.)	ES 8	At-Risk	110	80	73%	80%	72%	45	41%	46%	38%	16	15%	20%	17%
Reading	3	Robinson (M.)	ES 8	SPED	19	9	47%	51%	50%	*	*	*	28%	*	*	*	*
Reading	4	Robinson (M.)	ES 8	All	185	134	72%	80%	86%	78	42%	47%	59%	33	18%	25%	24%
Reading	4	Robinson (M.)	ES 8	Hispanic	106	72	68%	75%	84%	41	39%	44%	54%	18	17%	22%	19%
Reading	4	Robinson (M.)	ES 8	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Robinson (M.)	ES 8	Asian	10	8	80%	85%	100%	5	50%	55%	71%	*	*	*	*
Reading	4	Robinson (M.)	ES 8	African Am.	54	42	78%	82%	88%	25	46%	51%	62%	8	15%	20%	29%
Reading	4	Robinson (M.)	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Robinson (M.)	ES 8	White	6	*	*	*	86%	*	*	*	71%	*	*	*	*
Reading	4	Robinson (M.)	ES 8	Two or More	6	6	100%	100%	*	*	*	*	*	*	*	*	*
Reading	4	Robinson (M.)	ES 8	Eco. Dis.	141	100	71%	80%	85%	60	43%	48%	55%	23	16%	21%	22%
Reading	4	Robinson (M.)	ES 8	Emergent Bilingual	57	29	51%	60%	77%	13	23%	28%	43%	*	*	*	9%
Reading	4	Robinson (M.)	ES 8	At-Risk	131	86	66%	75%	79%	40	31%	36%	43%	13	10%	15%	15%
Reading	4	Robinson (M.)	ES 8	SPED	16	6	38%	45%	*	*	*	*	*	*	*	*	*
Reading	5	Robinson (M.)	ES 8	All	194	155	80%	85%	80%	111	57%	62%	56%	54	28%	35%	33%
Reading	5	Robinson (M.)	ES 8	Hispanic	104	81	78%	85%	76%	55	53%	58%	45%	28	27%	32%	23%
Reading	5	Robinson (M.)	ES 8	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Robinson (M.)	ES 8	Asian	12	11	92%	95%	86%	10	83%	88%	71%	5	42%	47%	*
Reading	5	Robinson (M.)	ES 8	African Am.	57	43	75%	80%	81%	33	58%	63%	67%	17	30%	35%	40%
Reading	5	Robinson (M.)	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Robinson (M.)	ES 8	White	13	12	92%	95%	*	8	62%	67%	*	*	*	*	*
Reading	5	Robinson (M.)	ES 8	Two or More	7	7	100%	100%	*	5	71%	76%	*	*	*	*	*
Reading	5	Robinson (M.)	ES 8	Eco. Dis.	159	126	79%	85%	79%	88	55%	60%	55%	41	26%	31%	34%
Reading	5	Robinson (M.)	ES 8	Emergent Bilingual	71	54	76%	85%	65%	33	46%	51%	49%	14	20%	25%	21%

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					2023					#	%			%	#		
					#	#	%	%	#	%	%	#	%	%			
Reading	5	Robinson (M.)	ES 8	At-Risk	131	98	75%	85%	75%	62	47%	52%	47%	30	23%	28%	22%
Reading	5	Robinson (M.)	ES 8	SPED	18	8	44%	50%	44%	*	*	*	*	*	*	*	*
Science	5	Robinson (M.)	ES 8	All	194	131	68%	75%	77%	71	37%	42%	35%	24	12%	18%	14%
Science	5	Robinson (M.)	ES 8	Hispanic	104	68	65%	70%	76%	37	36%	41%	27%	16	15%	20%	16%
Science	5	Robinson (M.)	ES 8	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Robinson (M.)	ES 8	Asian	12	12	100%	100%	86%	10	83%	88%	71%	*	*	*	*
Science	5	Robinson (M.)	ES 8	African Am.	57	34	60%	65%	79%	19	33%	38%	40%	5	9%	14%	*
Science	5	Robinson (M.)	ES 8	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Robinson (M.)	ES 8	White	13	12	92%	95%	*	*	*	*	*	*	*	*	*
Science	5	Robinson (M.)	ES 8	Two or More	7	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Robinson (M.)	ES 8	Eco. Dis.	159	110	69%	75%	74%	58	36%	41%	33%	18	11%	16%	14%
Science	5	Robinson (M.)	ES 8	Emergent Bilingual	71	51	72%	80%	72%	25	35%	40%	23%	10	14%	19%	*
Science	5	Robinson (M.)	ES 8	At-Risk	131	82	63%	70%	72%	41	31%	36%	24%	13	10%	15%	8%
Science	5	Robinson (M.)	ES 8	SPED	18	7	39%	45%	44%	*	*	*	*	*	*	*	*

# CYPRESS-FAIRBANKS ISD

## Standard Expectations

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

### Curriculum and Instruction

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

### Monitoring

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

### Assessment and Data Analysis

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

# Elementary Content Area

## Standard Expectations

### Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a literacy schedule.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and the reading and writing block.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
  - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
  - Communicate and share conclusions using digital tools such as Google Suite, Flipgrid, WeVideo etc.
  - Incorporate the use of digital tools such as:

▪ Google Suite	▪ Amira Suite
▪ Scholastic Literacy Pro	▪ HMH Suite
▪ Scholastic Storyworks (2 <sup>nd</sup> -5 <sup>th</sup> )	▪ Library Resources
▪ Boost Reading	▪ Schoology
  - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
  - Utilize only after explicit and systematic instruction of literacy processes has occurred and not in place of first instruction

### Mathematics

- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using ST Math Puzzle Talks, Number Talks, Math Talks, CFISD Fact Fluency Plan, ORIGO Box of Facts, and other content conversation routines.
  - "Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
  - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2<sup>nd</sup>-5<sup>th</sup> 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, 2<sup>nd</sup>-3<sup>rd</sup> = 60% of the time, 4<sup>th</sup>-5<sup>th</sup> = 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.