Cypress-Fairbanks Independent School District

A. Robison Elementary School

2025-2026

Mission Statement

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

Vision

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

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

Robison received an "A" rating for the 24-25 school year.

Robison earned four distinction designations for STAAR performance: Academic Achievement in Reading/Language Arts, Academic Achievement in Mathematics, Academic Achievement in Science, and Postsecondary Readiness.

66% of our 3rd, 4th, and 5th-grade students reached the "Meets" level, based on all subjects combined (74% for RLA, 62% for Math, and 56% for Science.

40% of our 3rd, 4th, and 5th-grade students reached the "Masters" level, based on all subjects combined (48% for RLA, 34% for Math, and 35% for Science.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: 58 of the 89 students (65%) who failed STAAR in 23-24 failed the 24-25 STAAR, contributing to our loss of points on student growth.
Root Cause: Instructional Focus Root Cause #1: We are not differentiating effectively with our different achievement levels of students.

Problem Statement 2: Instructional Focus Problem #2: Student growth in mathematics has been a significant area of improvement over the last three years.
Root Cause: Instructional Focus Root Cause #2: We are not using a hands-on approach to data analysis and creating specific action plans.

Problem Statement 3: Instructional Focus Problem #3: We do not have at least 90% of our students reaching the approaches levels when all grade levels and tests are combined.
Root Cause: Instructional Focus Root Cause #3: We are not using a hands-on approach to data analysis and creating specific action plans.

School Culture and Climate

School Culture and Climate Strengths

The 24-25 Employee Perception Survey indicated several strengths:

- 97% agree that staff appreciation is built into the school culture
- 97% agree that quality work is expected of staff
- 95% agree that collaboration is encouraged and practiced
- 95% agree that information related to their job is accessible

Family and Community Engagement

Family and Community Engagement Strengths

Robison offers a large number of family events outside of the school day: Family Bingo Night, Urban Air Back-to-School Night, regular restaurant spirit nights, and a family dance. Families are encouraged to volunteer at school events, such as: chaperoning field trips, Junior Achievement, the library, animal demonstrations, Boosterthon Fun Run, Holiday Parties, End-of-Year Parties, picture days, hearing & vision screenings, WATCH D.O.G.S., Book Fairs, Holiday Shop Family Night, and Fifth-Grade Celebration.

Our Robison PTO supports our students by funding the Robison Learning Garden, playground updates, field trips, parties, and building modifications.

Our teachers are supported by the PTO with lunches, snacks, providing materials to support the curriculum in all content areas, and their giving back of 10% of the pledges at our Fun Run.

Goals

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

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

   Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details				Reviews			
Strategy 1: Instructional Focus: Improve Tier 1 instruction in 3rd, 4th, and 5th-grade math.				**Formative**			**Summative**

Strategy: Provide professional development for 3rd-5th math teachers and provide administrative support by regularly attending weekly planning.
   Strategy's Expected Result/Impact: Meet or exceed STAAR targets
   Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists
				Nov	**Feb**	**May**	**June**

				Some Progress			
Strategy 2 Details				Reviews			
Strategy 2: Instructional Focus: Increase instructional capacity of staff by providing regular, specific feedback.				**Formative**			**Summative**

Strategy: Consistent feedback will be provided to teachers through WeClimb observations, CF-TESS walk-throughs, and informal feedback, with a greater emphasis on teachers with one to five years of experience.
   Strategy's Expected Result/Impact: Increase in student achievement due to improvement of Tier 1 instruction.
   Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists
				Nov	**Feb**	**May**	**June**

				Moderate Progress			

Strategy 3 Details		Reviews			

Strategy 3: Instructional Focus: Intentionally plan for small-group and Closing the Gap instruction in reading and math.
 	
Strategy: K-5 teachers will review student data after each district assessment. Time for long-range planning will be provided to teachers to plan for specific small-group instruction and Closing the Gap instruction. Teachers will measure their students' progress as it relates to STAAR (% Approaches, Meets, and Masters) and set goals to contribute to our campus goal of achieving an overall A rating.
    Strategy's Expected Result/Impact: Meet or exceed STAAR targets
    Staff Responsible for Monitoring: Instructional Specialists
		Formative			**Summative**

		Nov	**Feb**	**May**	**June**
		Some Progress			

Strategy 4 Details		Reviews			

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.
    Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness
    Staff Responsible for Monitoring: PE Coaches and Principal
		Formative			**Summative**

		Nov	**Feb**	**May**	**June**
		Some Progress			

Strategy 5 Details		Reviews			

Strategy 5: Improving Student Engagement: Students will have the opportunity to participate in activities outside the classroom, including Choir, Student Council, Safety Patrol, Destination Imagination, Name That Book, and auditioning for an original Robison play.
    Strategy's Expected Result/Impact: Increase in student attendance
    Staff Responsible for Monitoring: Principal, Assistant Principals, Sponsors for student groups
		Formative			**Summative**

		Nov	**Feb**	**May**	**June**
		Moderate Progress			

Strategy 6 Details		Reviews			

Strategy 6: Improving Student Engagement: Administrators will meet with 3rd, 4th, and 5th-grade students needing academic support to assist them with goal-setting following each grading period.
    Strategy's Expected Result/Impact: Increase in student achievement
    Staff Responsible for Monitoring: Assistant Principals and Principal
		Formative			**Summative**

		Nov	**Feb**	**May**	**June**
		Some Progress			

No Progress   Accomplished   → Continue/Modify   ✗ Discontinue

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

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

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details	Reviews			
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: RLA Instructional Specialist and Principal	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: RLA Instructional Specialist and Principal	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: We will maintain a monitoring notebook to document individual students' progress.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: RLA Instructional Specialist and Principal	Some Progress			

No Progress   Accomplished   → Continue/Modify   ✖ Discontinue

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Reviews			
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency **Staff Responsible for Monitoring:** RLA Instructional Specialist and Principal	**Nov**	**Feb**	**May**	**June**
	Some Progress			
	No Progress	Accomplished	Continue/Modify	Discontinue

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Reviews			
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Increased reading proficiency **Staff Responsible for Monitoring:** RLA Instructional Specialist	Some Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details	Reviews			
Strategy 1: Math teachers will design high-quality instruction that enhances students' understanding of math TEKS through rigorous learning experiences using district-provided lessons and resources, including math manipulatives. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Math Instructional Specialist	Formative			Summative
	Nov	Feb	May	June
	Some Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

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

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

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

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

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

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

    Evaluation Data Sources: Student attendance records

Strategy 1 Details			Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.			**Formative**			**Summative**
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal		Nov	Feb	May	June
		Some Progress			
Strategy 2 Details			**Reviews**		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)			**Formative**			**Summative**
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal		Nov	Feb	May	June
		Some Progress			

    ◯ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

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

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

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Reviews			
Strategy 1: Violence Prevention: Teachers and students will participate in classroom guidance lessons to address core essential skills. All staff will be provided with training on restorative practices and culturally responsive teaching. Assistant principals will check in with each grade level during large group time one time per month to address any grade-level concerns related to behavior.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Counselors, Teachers, Assistant Principals, and Principal	Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Restorative Discipline practices will be used to reduce the number of out of classroom removals. Staff will implement positive behavior referrals to recognize students who are demonstrating appropriate behavior on a consistent basis.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: The number of classroom removals will decrease from 2024-2025. **Staff Responsible for Monitoring:** Assistant Principals, Principal	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee	Moderate Progress			

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

○ No Progress   ○ Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 1: Teacher/Paraprofessional Attendance: Teacher/paraprofessional attendance will be 95% or higher by the end of the current school year.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Teacher/Paraprofessional Attendance: Staff attendance will be monitored, and data regarding staff attendance will be shared. Staff with perfect and/or exemplary attendance (95% or higher) will be recognized each grading period.	**Formative**			**Summative**
	Nov	Feb	May	June
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will be 95% or higher. **Staff Responsible for Monitoring:** Principal and Administrative Team	Moderate Progress			

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: High-Quality Professional Development: Staff will participate in relevant professional development through district and campus PD opportunities. District PD opportunities will be shared via the Weekly Update, and campus PD will be offered through weekly planning meetings, monthly grade-level meetings, and before--or after-school training.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Teachers will indicate growth towards their Personal Professional Goal as outlined in our appraisal system. Staff will indicate they have opportunities for growth and will indicate that their growth has positively impacted student success. **Staff Responsible for Monitoring:** Counselors, Teachers, Instructional Specialists, Assistant Principals, and Principal	Some Progress			
○ No Progress ○ Accomplished → Continue/Modify ✕ Discontinue				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Improving Social Media Presence: Regular posts (2 to 3 per week) on Facebook and Instagram will highlight events and learning across the campus. Teachers will provide pictures and captions to share. **Strategy's Expected Result/Impact:** The number of followers for both social media accounts will increase. **Staff Responsible for Monitoring:** Principal, Testing Coordinator, Teachers	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Improving Social Media Presence: Staff highlights will be shared regularly on Facebook and Instagram. Students chosen for "Student of the Week" will also be shared. **Strategy's Expected Result/Impact:** Engagement with Robison social media posts will increase. **Staff Responsible for Monitoring:** Testing Coordinator and Principal	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Improving Parent and Community Engagement: Survey parents about events that they would like to attend, with suggestions of Digital Safety and the 5th to 6th transition. **Strategy's Expected Result/Impact:** Increase in attendance at parent events. **Staff Responsible for Monitoring:** Counselors and Principal	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	No Progress			

Strategy 4 Details	Reviews			

Strategy 4: Improving Parent and Community Engagement: All PTO volunteer opportunities will be shared through School Messenger and the Robison social media accounts to ensure that all parents are informed.
 	
    Strategy's Expected Result/Impact: Increase in parent volunteers.
    Staff Responsible for Monitoring: Principal
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Some Progress			

⭕ No Progress   ⭕ Accomplished   ➡️ Continue/Modify   ❌ Discontinue

CPOC

Committee Role	Name	Position
Principal	Kelly Gerletti	Principal
Teacher #1	Brandylee Marsh	PK Teacher
Teacher #2	Casey Buckley	Kindergarten Teacher
Teacher #3	Christine Berry	Third-Grade Teacher
Teacher #4	Shannon Easterling	Third-Grade Teacher
Teacher #5	Samantha Gerron	Fourth-Grade Teacher
Teacher #6	Paula Launikitis	Fifth-Grade Teacher
Teacher #7	Michelle Vicary	Fifth-Grade Teacher
Teacher #8	Kelly Oetken	Dyslexia Teacher
Other School Leader (Nonteaching Professional) #1	Sarah Holz	Testing Coordinator
Other School Leader (Nonteaching Professional) #2	Wendy Ryder	Math/Science Instructional Specialist
Other School Leader (Nonteaching Professional) #3	Veronica Sims	Counselor
Other School Leader (Nonteaching Professional) #4	Shanta Washington	Reading/Writing Instructional Specialist
Administrator (LEA) #1	Rose Cerny	Assistant Principal
Parent #1	Nisha Bhatia	Parent
Parent #2	16 16	Parent #2
Community Member #1	Alex Soler	Community Member #1
Community Member #2	Ross Weidner	Community Member #2
Business Representative #1	Tonia Jaeggi	Business Representative #1
Business Representative #2	20 20	Business Representative #2

Addendums

Campus   Robison (A.)

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	86%	88%	90%	92%	94%
Meets or Above	65%	68%	71%	74%	77%
Masters Grade Level	36%	39%	42%	45%	48%

2025-26	Target Check
89%	Met District Strategic Target
70%	Met District Strategic Target
44%	Met District Strategic Target

3rd Grade Early Childhood Reading Board Outcome Goal (Meet or Higher)					
	2024-25	2025-26	2026-27	2027-28	2028-29
All	68%	70%			
African Am.	81%	83%			
Hispanic	53%	55%			
Eco. Dis.	41%	43%			
EB	65%	67%			
SPED	31%	33%			
Highly Mobile	0%	2%			
High Focus	54%	56%			

2025-26	Target Check
75%	Met Reading Board Outcome Target
86%	Met Reading Board Outcome Target
58%	Met Reading Board Outcome Target
44%	Met Reading Board Outcome Target
74%	Met Reading Board Outcome Target
38%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
57%	Met Reading Board Outcome Target

3rd Grade Early Childhood Math Board Outcome Goal (Meet or Higher)					
	2024-25	2025-26	2026-27	2027-28	2028-29
All	64%	66%			
African Am.	67%	69%			
Hispanic	52%	54%			
Eco. Dis.	39%	41%			
EB	65%	67%			
SPED	28%	30%			
Highly Mobile	0%	2%			
High Focus	51%	53%			

2025-26	Target Check
70%	Met Math Board Outcome Target
71%	Met Math Board Outcome Target
60%	Met Math Board Outcome Target
44%	Met Math Board Outcome Target
71%	Met Math Board Outcome Target
31%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
59%	Met Math Board Outcome Target

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

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

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count 2026 #	2025 Approaches or Above %	2026 Approaches or Above #	2026 Approaches Target %	2025 Meets or Above %	2026 Meets or Above #	2026 Meets Target %	2025 Masters Grade Level %	2026 Masters Grade Level #	2026 Masters Target %
Reading	3	Robison (A.)	ES2	All	180	89%	167	93%	68%	135	75%	46%	93	52%
Reading	3	Robison (A.)	ES2	Hispanic	50	83%	43	86%	53%	29	58%	31%	18	36%
Reading	3	Robison (A.)	ES2	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Reading	3	Robison (A.)	ES2	Asian	31	95%	30	97%	92%	29	94%	68%	22	71%
Reading	3	Robison (A.)	ES2	African Am.	28	90%	26	93%	81%	24	86%	57%	17	61%
Reading	3	Robison (A.)	ES2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Robison (A.)	ES2	White	62	92%	59	95%	62%	45	73%	42%	30	48%
Reading	3	Robison (A.)	ES2	Two or More	8	89%	8	100%	56%	7	88%	*	6	75%
Reading	3	Robison (A.)	ES2	Eco. Dis.	75	82%	65	87%	41%	33	44%	21%	21	28%
Reading	3	Robison (A.)	ES2	EB	34	83%	30	88%	65%	25	74%	35%	14	41%
Reading	3	Robison (A.)	ES2	At-Risk	41	79%	34	83%	59%	28	68%	32%	15	37%
Reading	3	Robison (A.)	ES2	SPED	42	64%	30	71%	31%	16	38%	17%	10	24%
Reading	3	Robison (A.)	ES2	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Robison (A.)	ES2	High Focus	106	84%	95	90%	54%	60	57%	33%	37	35%
Reading	4	Robison (A.)	ES2	All	185	93%	176	95%	79%	157	85%	42%	87	47%
Reading	4	Robison (A.)	ES2	Hispanic	60	91%	56	93%	78%	49	82%	29%	20	33%
Reading	4	Robison (A.)	ES2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Robison (A.)	ES2	Asian	39	91%	37	95%	91%	37	95%	71%	29	74%
Reading	4	Robison (A.)	ES2	African Am.	25	94%	24	96%	66%	19	76%	28%	8	32%
Reading	4	Robison (A.)	ES2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Robison (A.)	ES2	White	51	94%	49	96%	78%	42	82%	44%	24	47%
Reading	4	Robison (A.)	ES2	Two or More	10	100%	10	100%	92%	10	100%	50%	6	60%
Reading	4	Robison (A.)	ES2	Eco. Dis.	60	90%	56	93%	67%	42	70%	33%	21	35%
Reading	4	Robison (A.)	ES2	EB	40	80%	34	85%	72%	30	75%	40%	18	45%
Reading	4	Robison (A.)	ES2	At-Risk	47	82%	40	85%	63%	33	70%	31%	16	34%
Reading	4	Robison (A.)	ES2	SPED	43	69%	32	74%	50%	23	53%	*	5	12%
Reading	5	Robison (A.)	ES2	All	204	89%	190	93%	73%	155	76%	53%	114	56%
Reading	5	Robison (A.)	ES2	Hispanic	56	85%	52	93%	64%	38	68%	43%	27	48%
Reading	5	Robison (A.)	ES2	Am. Indian	2	*	2	100%	*	1	50%	*	1	50%
Reading	5	Robison (A.)	ES2	Asian	39	95%	38	97%	92%	37	95%	68%	28	72%
Reading	5	Robison (A.)	ES2	African Am.	35	81%	30	86%	58%	22	63%	39%	15	43%
Reading	5	Robison (A.)	ES2	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Reading	5	Robison (A.)	ES2	White	57	94%	55	96%	79%	49	86%	62%	38	67%
Reading	5	Robison (A.)	ES2	Two or More	14	78%	12	86%	*	7	50%	*	4	29%
Reading	5	Robison (A.)	ES2	Eco. Dis.	74	78%	61	82%	54%	43	58%	36%	29	39%
Reading	5	Robison (A.)	ES2	EB	44	86%	39	89%	62%	29	66%	31%	15	34%
Reading	5	Robison (A.)	ES2	At-Risk	69	77%	56	81%	52%	38	55%	27%	21	30%
Reading	5	Robison (A.)	ES2	SPED	37	55%	22	59%	19%	9	24%	*	4	11%
Math	3	Robison (A.)	ES2	All	180	76%	155	86%	64%	126	70%	37%	76	42%
Math	3	Robison (A.)	ES2	Hispanic	50	66%	40	80%	52%	30	60%	24%	15	30%
Math	3	Robison (A.)	ES2	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Math	3	Robison (A.)	ES2	Asian	31	95%	29	94%	89%	29	94%	63%	22	71%
Math	3	Robison (A.)	ES2	African Am.	28	76%	25	89%	67%	20	71%	29%	10	36%
Math	3	Robison (A.)	ES2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Robison (A.)	ES2	White	62	76%	53	85%	58%	40	65%	36%	25	40%
Math	3	Robison (A.)	ES2	Two or More	8	63%	7	88%	63%	6	75%	*	3	38%
Math	3	Robison (A.)	ES2	Eco. Dis.	75	57%	49	65%	39%	33	44%	18%	19	25%

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count 2026	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					#	%	#	%	%	#	%	%	#	%
Math	3	Robison (A.)	ES2	EB	34	74%	27	79%	65%	24	71%	39%	15	44%
Math	3	Robison (A.)	ES2	At-Risk	41	66%	31	76%	53%	24	59%	29%	14	34%
Math	3	Robison (A.)	ES2	SPED	42	44%	21	50%	28%	13	31%	17%	9	21%
Math	3	Robison (A.)	ES2	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Robison (A.)	ES2	High Focus	106	65%	76	72%	51%	63	59%	30%	37	35%
Math	4	Robison (A.)	ES2	All	185	79%	157	85%	60%	121	65%	32%	71	38%
Math	4	Robison (A.)	ES2	Hispanic	60	75%	48	80%	45%	30	50%	18%	14	23%
Math	4	Robison (A.)	ES2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Robison (A.)	ES2	Asian	39	97%	39	100%	86%	37	95%	60%	25	64%
Math	4	Robison (A.)	ES2	African Am.	25	53%	15	60%	44%	12	48%	*	7	28%
Math	4	Robison (A.)	ES2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Robison (A.)	ES2	White	51	84%	45	88%	65%	35	69%	33%	19	37%
Math	4	Robison (A.)	ES2	Two or More	10	92%	10	100%	62%	7	70%	54%	6	60%
Math	4	Robison (A.)	ES2	Eco. Dis.	60	69%	45	75%	46%	31	52%	17%	15	25%
Math	4	Robison (A.)	ES2	EB	40	80%	34	85%	60%	25	63%	40%	18	45%
Math	4	Robison (A.)	ES2	At-Risk	47	61%	35	74%	43%	23	49%	24%	13	28%
Math	4	Robison (A.)	ES2	SPED	43	47%	23	53%	25%	13	30%	*	6	14%
Math	5	Robison (A.)	ES2	All	204	81%	176	86%	59%	129	63%	32%	78	38%
Math	5	Robison (A.)	ES2	Hispanic	56	75%	45	80%	44%	28	50%	19%	14	25%
Math	5	Robison (A.)	ES2	Am. Indian	2	*	2	100%	*	1	50%	*	1	50%
Math	5	Robison (A.)	ES2	Asian	39	92%	39	100%	81%	34	87%	65%	27	69%
Math	5	Robison (A.)	ES2	African Am.	35	81%	30	86%	35%	15	43%	19%	9	26%
Math	5	Robison (A.)	ES2	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Math	5	Robison (A.)	ES2	White	57	84%	50	88%	70%	43	75%	32%	23	40%
Math	5	Robison (A.)	ES2	Two or More	14	56%	9	64%	*	7	50%	*	3	21%
Math	5	Robison (A.)	ES2	Eco. Dis.	74	63%	51	69%	32%	26	35%	12%	13	18%
Math	5	Robison (A.)	ES2	EB	44	63%	30	68%	50%	25	57%	20%	11	25%
Math	5	Robison (A.)	ES2	At-Risk	69	65%	49	71%	34%	27	39%	17%	17	25%
Math	5	Robison (A.)	ES2	SPED	37	42%	19	51%	16%	7	19%	*	3	8%
Science	5	Robison (A.)	ES2	All	204	82%	174	85%	55%	122	60%	34%	77	38%
Science	5	Robison (A.)	ES2	Hispanic	56	74%	44	79%	49%	30	54%	26%	16	29%
Science	5	Robison (A.)	ES2	Am. Indian	2	*	2	100%	*	1	50%	*	1	50%
Science	5	Robison (A.)	ES2	Asian	39	92%	38	97%	76%	33	85%	57%	24	62%
Science	5	Robison (A.)	ES2	African Am.	35	77%	29	83%	35%	14	40%	16%	7	20%
Science	5	Robison (A.)	ES2	Pac. Islander	1	*	1	100%	*	1	100%	*	1	100%
Science	5	Robison (A.)	ES2	White	57	85%	50	88%	61%	38	67%	40%	25	44%
Science	5	Robison (A.)	ES2	Two or More	14	67%	10	71%	*	5	36%	*	3	21%
Science	5	Robison (A.)	ES2	Eco. Dis.	74	69%	56	76%	37%	31	42%	14%	14	19%
Science	5	Robison (A.)	ES2	EB	44	62%	31	70%	34%	17	39%	21%	11	25%
Science	5	Robison (A.)	ES2	At-Risk	69	64%	47	68%	31%	24	35%	16%	14	20%
Science	5	Robison (A.)	ES2	SPED	37	45%	19	51%	*	5	14%	*	2	5%

2025-2026 Elementary Content Area
Standard Expectations

Literacy (Reading and Writing)
- Maximize instructional time by developing, posting, and consistently following a literacy schedule containing all required daily components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and the reading and writing block.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
    - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
    - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
    - Communicate and share conclusions using digital tools
    - Incorporate the use of digital tools such as:
        - Google Suite
        - Scholastic Literacy Pro
        - Scholastic Storyworks (2nd-5th)
        - Boost Reading
        - Amira Suite
        - HMH Suite
        - Achieve 3000
        - Schoology
    - Incorporate the use of technology inside the Language Arts classroom after explicit and systematic instruction of literacy processes has occurred, and when it is the most developmentally appropriate tool for the task being asked of the student

Mathematics
- Maximize instructional time by developing, posting, and consistently following a math schedule containing all required daily components.
- Model and expect students to use a problem-solving process by utilizing strategies included in Teacher Notes.
- Post and use classroom-created anchor charts in math classrooms.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Use Bloom in Math student booklets in Kindergarten-5th grade and Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
    - Use Chromebook devices to engage in digital creation and collaboration
    - Incorporate the use of digital tools such as ST Math, Performance Matters, Schoology, Google Suite, etc.
    - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
    - Communicate and share products using digital tools
    - Use district-approved technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

Science
Teachers will develop science-literate students by creating learning opportunities using the 5E Instructional Model that engage students in scientific practices that require them to
- Ask questions, identify problems, plan and conduct classroom and field investigations to answer questions according to grade-level TEKS expectations (K-1 = 80% of the time, 2nd-3rd = 60% of the time, 4th-5th = 50% of the time).
- Use an Interactive Science Notebook in 1st-5th grades to record observations and demonstrate understanding of scientific concepts.
- Utilize the Science Study Guide (2nd-5th grades) to interpret diagrams and research/locate/generate information.
- Utilize the daily learning intention referenced in District Lessons at the start of each science block.
- Facilitate and maintain a student-created Interactive Word Wall in 2nd-5th grades.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Model the thought process utilized when analyzing scientific questions in 2nd-5th grades.
- Analyze data from observations and experiences to derive meaning, along with recurring themes and concepts.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and academic language.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
  - 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
  - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc.
  - Communicate and share conclusions using digital tools

Elementary Physical Education/Health (K–5)
- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K–5)
- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom pitched and unpitched instruments
- Create lessons and utilize activities that develop understanding of the elements of music, such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Utilize technology to encourage music composition as appropriate
- Encourage students to connect learning in music with other areas of knowledge, such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

Visual Arts (K–5)
- Model and teach artistic thinking, which means prompting curiosity and asking questions to develop ideas.
- Design open-ended lessons that highlight student voice, creativity, and problem-solving approaches.
- Introduce a range of media, techniques, and processes, including technology (e.g., digital tools) to foster creativity, support skill development, and encourage original outcomes through engaging art projects and research opportunities.
- Explore visual art-related careers to connect learning with real-world opportunities.
- Encourage students to connect learning in art with other areas of knowledge, such as math, reading, science, and social studies.
- Reflect regularly on teaching practices to support continuous professional growth.
- Utilize the resources available to teachers, including the CFISD adopted instructional materials,CFISD Benchmarks, and CFISD Curriculum Standards.
- Incorporate technology to foster creativity through engaging digital art projects and relevant research opportunities.
- Encourage excellence by offering students various opportunities to compete and exhibit their work through contests and community events such as the Houston Rodeo School Art Contest, Texas Elementary Art Meet (TEAM contest), and campus or districtwide art exhibitions.