

Cypress-Fairbanks Independent School District

M. Robinson Elementary School

2025-2026



Mission Statement

Equip students today to impact tomorrow

Vision

Create a thriving educational community where each student's full potential is cultivated, realized, and celebrated to ensure lifelong success.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

M. Robinson is a campus in Katy, Texas. M. Robinson is projected to serve 919 students in grades ECSE - 5th grade during the 2025-26 school year, which is an increase from the previous year of 895 students.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

M. Robinson's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team (AKA: Campus Performance Objectives Council [CPOC]) met on Wednesday, May 14, 2025, and again on Friday, September 26, 2025. The meetings were held in the Instructional Specialists' office at 4:00 p.m. at M. Robinson Elementary. We plan to meet again on November 19, 2025, February 19, 2026, and May 15, 2026 to review and revise the CNA as needed.

At the first meeting on Wednesday, May 14, 2025:

Based on the data presented to the CPOC committee, members agreed to the completion of goals. The data presented was based on the DPM assessments and MAP assessments for all subjects. The counselors presented the number of lessons they have provided for students, the number of protocols they have conducted, and the celebrations for attendance. The behavior coach also presented the number of office referrals that the school has had for the school year. He made a comparison between years past and the different nine weeks. He presented the number of office referrals by grade level as well.

The committee determined:

Strengths

The committee agreed that teacher attendance has improved tremendously.

The office referrals have decreased this school year. The APs have done a great job by presenting the Code of Conduct twice a year. This has helped improve the academics as well.

The committee agreed that the collaboration during planning time and the small group instruction have helped improve the scores in the Reading and Science areas.

Needs

The committee agreed that we need to continue to improve in student attendance. The CPOC committee agreed on implementing different challenges and student incentives across grade levels, homerooms, and the school-wide.

Although there is improvement in all academic areas, the committee agreed to continue to have interventionists and temporary workers to assist with the goal of pull-out students in a smaller setting.

The committee agreed on the need to continue to have more interventions in math for the primary grade levels by using manipulatives and interventionists to help in the lower grade levels.

Based on the data presented, the following goals for the 2025-2026 school year were discussed:

Purposeful small-group instruction in reading, math, and science.

The implementation of math interventions and math manipulatives in the primary grade levels will help improve scores in the upper grade levels.

Incentives and more communication with parents about the importance of attending school are a must to continue to improve students' academic success.

The following data were evaluated from the 2024-25 school year:

- EOY Cicle Assessment for PK
- EOY math and ELAR MAP assessment for KG and 1st Grades
- EOY 1st grade Math DPM
- EOY 2nd grade ELAR DPM
- 3rd - 5th grades ELAR Benchmark
- 2nd grade Math EOY DPM
- 3rd - 5th grade EOY Benchmark
- 2nd - 4th grades Science April DPM
- 5th grade Benchmark
- EOY office referrals

At the second meeting on Friday, September 26, the CPOC:

It was explained to the committee that the purpose of this committee was to develop and evaluate a campus improvement plan. The CIP is a plan that aims to improve students' performance. Ms. Braley had a presentation to go over the process of the CNA.

Review of Data

The Instructional Specialists, Counselors, and Behavior Coach shared data with all members. They presented data from the end of last year and the current year to compare. Ms. Braley had STAAR results for each subject and the CNA forms for the group to identify the sub-groups of students that need to be worked on this school year.

Campus Needs Assessment

A PowerPoint presentation was used to explain the process of identifying the need assessment. After the presentation, the committee was divided into three groups to start dissecting the data.

Campus Improvement Plan Strategy Review & Title 1

The group decided to continue working in small groups to meet the needs of students. They decided to use the Title 1 budget to pay the interventionists and temporary workers we currently have to help students in reading, math, and science.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the Campus Leadership Team (AKA: CPOC) for the school to focus on during the 2025-26 school year:

Our first identified priority problem in the area of **student achievement** is: Our special education students consistently underperform our other subgroups. Through the root cause analysis process, we identified greater alignment is needed to ensure that skills taught in the resource setting are effectively reinforced and applied in the general education classroom.

Our second identified priority problem in the area of **student achievement** is: in Reading and Math, our Economically Disadvantaged and African American students are showing 18-35 point gaps across all subjects.. Through the root cause analysis process, we identified: 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.

Our third identified priority problem is in the area of student achievement is: In Science, Special Education, Economically Disadvantaged, White, African American, Emergent Bilingual, and At-Risk students performed lower in comparison to the district performance in the meets and masters areas. Through the root cause analysis process, we identified: 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.

Student Achievement

Student Achievement Summary

STAAR Performance for the 2024-2025 School Year: Overall Rating "A"

- Domain 1 (Achievement): **82**
- Domain 2A (Growth): **89**
- Domain 2B (Relative Performance): **89**
- Domain 3 (Closing the Gaps): **91**

Student Achievement Strengths

- M. Robinson's Accountability Rating increased from a B to an A (90)
- Met our goal to increase the performance of 3rd and 4th graders in math and reading in meets and masters.
- M. Robinson received all 6 Distinction Designations from TEA
- M. Robinson's Closing the Gaps Scale Score improved to a 91

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: Our special education students consistently underperform our other subgroups.

Root Cause: Instructional Focus Root Cause #1: Greater alignment is needed to ensure that skills taught in the resource setting are effectively reinforced and applied in the general education classroom.

Problem Statement 2: Instructional Focus Problem #2: In Reading and Math, our Economically Disadvantaged and African American students are showing 18-35 point gaps across all subjects.

Root Cause: Instructional Focus Root Cause #2: 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: Instructional Focus Problem #3: In Science, Special Education, Economically Disadvantaged, White, African American, Emergent Bilingual, and At-Risk students performed lower in comparison to the district performance in the meets and masters areas.

Root Cause: Instructional Focus Root Cause #3: 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: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps.

Root Cause: Need to deepen economically disadvantaged/at-risk student academic understandings/build schema and need to provide supplemental staffing support such as: two class size reduction teachers in KG, testing coordinator.

School Culture and Climate

School Culture and Climate Strengths

Strengths in School Culture and Climate

At M. Robinson Elementary, our primary goal is to foster a culture of high achievement among both students and staff. We believe that taking risks, embracing challenges, and thinking beyond convention are essential to helping every student reach their fullest potential. We recognize that teachers are the most influential factor in student success, and as a collaborative team, we are committed to ensuring that every child receives the support and resources necessary for growth and achievement.

M. Robinson celebrates the diversity and unique strengths of all students while maintaining a steadfast commitment to making a positive difference in each child's life. Our school strives to create and maintain a welcoming, positive, and engaging environment for students, families, visitors, and staff members alike.

Highlights of Our School Culture and Climate

- **Strong sense of family:** M. Robinson has cultivated a family-like atmosphere among staff members, promoting trust, collaboration, and shared purpose.
- **Mentorship program:** Staff mentors meet weekly with students to serve as positive role models and provide additional layers of support. This school year, we welcome an imPACT mentor for our first-grade students.
- **Staff appreciation:** Breakfasts, lunches, snacks, and special treats are regularly provided to show appreciation and keep staff motivated.
- **Student safety:** During the first week of school, staff members served as “Bus Buddies” to ensure the safety and comfort of all students.
- **PBIS implementation:** The entire staff actively supports our campus-wide Positive Behavioral Interventions and Supports (PBIS) system, using a consistent “common language” across all settings. Our APs present the student Code of Conduct in the Fall and in the Spring.
- **Social-emotional learning:** Circle time sessions have been implemented using the *Sanford Harmony* curriculum to strengthen relationships and build classroom community.
- **Behavioral support:** Our Behavior Specialist delivers PBIS presentations and facilitates daily meetings focused on social and emotional skill development.
- **Crisis readiness:** All required crisis drills are completed as scheduled, and staff members are well-informed about safety and emergency procedures.
- **Counseling program:** Counselor presents *BOTB* (Bringing Out the Best) lessons twice a month during large group sessions to reinforce social-emotional learning and character development.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: At M. Robinson, we are working to decrease the number of office referrals by providing proactive support for students. When a student receives three or more referrals, a targeted support plan will be developed to help them make positive behavior choices and find success in the classroom.

Root Cause: There is a continued need for teachers to implement the PBIS matrices with fidelity, along with consistent use of Circle Time, PBIS rewards, Bullying prevention lessons, counselor's guidance lessons, and the monthly BOTB character lessons.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Strengths in Staff Quality, Recruitment, and Retention

At M. Robinson Elementary, we are committed to ensuring that all staff members feel valued, supported, and appreciated, recognizing that a positive and collaborative work environment has a direct impact on staff satisfaction and retention. By fostering a culture of respect, teamwork, and professional growth, we aim to encourage teachers to continue building their careers at M. Robinson year after year.

Key Strengths

- **Collaborative culture:** Staff members are provided with ongoing opportunities for collaboration and professional development to strengthen instructional practices and promote continuous growth.
- **Instructional support:** Instructional Specialists meet weekly with teachers to engage in purposeful planning and to develop high-quality, engaging lessons aligned with student needs.
- **Academic intervention support:** Highly qualified temporary staff are employed to assist teachers with reteaching and providing targeted support in math, reading, and science.
- **Mentorship program:** All new staff members are paired with a mentor and participate in scheduled meetings with the Lead Mentor to support their transition and success.
- **Qualified educators:** All teachers meet the *Highly Qualified* standards established by the Texas Education Agency (TEA).

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The absence of teachers and paraprofessionals negatively impacts first-time instruction and the consistency of classroom learning experiences.

Root Cause: Recognizing that personal events may occur during the school year, M. Robinson aims to promote staff attendance and minimize instructional disruptions. Attendance percentages for teachers and paraprofessionals will be shared every six weeks to increase awareness and support efforts aimed at reducing the use of personal days.

Family and Community Engagement

Family and Community Engagement Strengths

Strengths in Parent and Community Engagement

At M. Robinson Elementary, we recognize that strong parent and community partnerships are vital to student success. Our staff understands that when families are actively engaged, students benefit academically, socially, and emotionally. We continue to collaborate with parents to identify meaningful ways for them to participate in the school community and strengthen our home–school connection.

Our goal is to empower parents with the tools and knowledge needed to support their child’s academic growth, encourage positive behavior, and build confidence and self-esteem. To accommodate working families, we offer many school events in the evenings and throughout the year to encourage participation and inclusivity.

Parent and Family Engagement Opportunities

M. Robinson provides numerous opportunities for families to be involved in their child’s educational experience, including but not limited to:

- **Watch D.O.G.S. and Lioness Mom** for a Day programs
- **Kindergarten and 5th Grade Recognition Ceremonies**
- **Field Days**
- **Grade-Level Music Programs**
- **Watch D.O.G.S./Lioness Family Night**
- **Primary and Curriculum Nights**
- **Meet the Teacher Night**
- **Book Fairs**
- **Literacy and STAAR Parent Nights**
- **Veterans Day Program**
- **Counselor-Led Parent Training Sessions**
- **STEAM Night**
- **Fall and Spring Festivals**
- **Multicultural Day**
- **5th Grade Career Day**

- **Family Movie Nights**

Community Partnerships

M. Robinson is proud to be partnered with Pope Elementary's PTO through the *Adopt-a-School Program*. This partnership has greatly benefited our students and families through generous initiatives such as:

- A **Book Drive** providing books for students
- The **Love, Care, Share Fundraiser**
- **Coat donations** for students in need
- **Holiday gifts** for students and families during Christmas

Identified Needs

- Continue to expand opportunities for parent and community involvement throughout the school year.
- Maintain consistent and active communication with parents through multiple platforms, including **Facebook**, **Twitter**, **SchoolMessenger**, **PBIS Rewards**, **Smore newsletters**, and **Remind**.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Parent Community Engagement: More events where parents can be involved and be a part of it. Sending surveys for feedback to gain parents' input.

Root Cause: Build Relationships Through Personalized Communication: Use phone calls, text reminders, and positive updates about student progress to create trust and help parents feel welcomed and valued as partners in their child's success.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: We will strengthen Tier I instruction in ELAR by implementing targeted small-group interventions, intentional differentiation, and standards-aligned instructional strategies. Strategy: Teachers and Instructional Specialists will collaborate regularly through weekly planning sessions, long-range planning, and data analysis to develop lessons that are differentiated to meet the diverse needs of students. Teachers will implement daily small-group instruction with fidelity, targeting students' specific instructional needs to support growth at the Approaches, Meets, and Masters levels. Strategy's Expected Result/Impact: Increase in STAAR performance in the Approaches, Meets, and Masters levels. Staff Responsible for Monitoring: Reading/ELA Instructional Specialists, Assistant Principals, Special Education Teacher, Reading Specialists, and Reading Temporary Workers.	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: We will strengthen Tier I instruction in Math by implementing targeted small-group interventions, intentional differentiation, and standards-aligned instructional strategies. Strategy: 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. Strategy's Expected Result/Impact: Increase in STAAR performance in the Approaches, Meets, and Masters levels. Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal, Math Interventionists, and Math Temporary Workers, Fifth-grade class size reduction teacher.	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: We will strengthen Tier I instruction in Science by implementing targeted small-group interventions, intentional differentiation, and standards-aligned instructional strategies. Strategy: 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. Strategy's Expected Result/Impact: Increase in STAAR performance in the Approaches, Meets, and Masters levels. Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, Principal, Science Interventionist, Science Temporary Worker.	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 4 Details	Formative 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: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished
Strategy 5 Details	Formative Reviews		
Strategy 5: 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: Choir Club, Art Club, Enrichment Time, Name that Book, Music Memory, Lionnettes, Spelling Bee, Choral Festival, Student Council, STAR Student, Mighty Lion, Mother Goose, and Ready to Grow Gardens. Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education. Staff Responsible for Monitoring: Leadership Team	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

Strategy 6 Details	Formative Reviews		
Strategy 6: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs. Strategy's Expected Result/Impact: 1.-Extra Duty Pay for AI camps (tutoring during Teacher Work Day): Teachers will meet with targeted students after school to assist in meeting or exceeding instructional targets. 2.- Academic Camps (after school by invitation): Teachers will meet with targeted students after school to assist in meeting or exceeding instructional targets. 3.- Instructional supplies (Small Group Supplies) for small group instruction will help in meeting or exceeding instructional targets in all areas. 4.- Salaries: for .5 testing coordinator, two full-time class size reduction in Kindergarten, will assist in meeting or exceeding instructional targets in all content areas. 5.- Paper and ink for flyers to communicate with parents and for tutoring 6.-Contact Services: Ready To Grow Gardens (KG - 5th Grade), Mother Goose (PPCD, PK, and KG) - The Ready to Grow Gardens will provide hands-on learning experiences to support the Science curriculum. Mother Goose will foster the love for reading and will develop vocabulary and reading comprehension. 7- Several Site Licenses: (PBIS and Progress Learning) - 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. 8.- Parent Involvement-We will increase parent involvement throughout the year with events such as: Curriculum Night, Literacy Night, STEAM Night, Meet the Teacher, and STAAR Night. Students will receive academic materials to practice at home. 9.- Temporary Workers - Several temporary workers will work on reading, math, science, and special education to help students achieve their academic goals. 10.- Library Books -We will increase the book selection in the library for students to develop a stronger interest in reading. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists.	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 7 Details	Formative Reviews		
Strategy 7: Improving Student Engagement: M. Robinson will offer before-school Art Club, Choir, Name that Book, Student Council, Mighty Lion, STAR Student, and Announcements' Embassadors. Strategy's Expected Result/Impact: Increase Engagement in School Staff Responsible for Monitoring: Leadership Team	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

Strategy 8 Details	Formative Reviews		
Strategy 8: Improving Student Engagement: We will celebrate student success and academic growth during assemblies. Students will receive a certificate, a yard sign, a book from the book vending machine, student's picture display in the main hallway. We will have grade-level competitions to increase attendance and academic growth every 4 weeks. Strategy's Expected Result/Impact: Increase in Student Attendance and Achievement Staff Responsible for Monitoring: Leadership Team	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
 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
Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Foundational TEKS will be taught daily, utilizing HMH Structured Literacy Lessons Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal and Instructional Specialists.	Formative		
	Nov	Feb	May
	Some Progress	Considerable	Accomplished
No Progress Accomplished Continue/Modify Discontinue			

District Goal 5: 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 5.1: 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
Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Principal and Instructional Specialists	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: M. Robinson will continue to implement PBIS, and Sanford Harmony activities during circle time to create a respectful learning environment. Students will also be trained in the use of Tipline, strategies for dealing with bullying/conflict, and District Code of Conduct through guidance lessons, Project Safety lessons, Ripple Effects, and AP classroom visits. Students and staff will practice crisis drills and monthly fire drills. Strategy's Expected Result/Impact: Students and staff members will be able to execute safety drills effectively. Students will be able to demonstrate understanding of safety procedures on campus. Students will increase knowledge to deal with difficulties/conflict and awareness of expectations as well as ways to seek assistance for resolution. Staff Responsible for Monitoring: Principal, Counselor, Behavior Interventionist, Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. There is a need for vest to identify administrators conducting the drills. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
 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	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
 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	Formative Reviews		
Strategy 1: 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 the counselor providing monthly guided lessons, and the presentation of project safety, and Bringing Out the Best. Strategy's Expected Result/Impact: Violent incidents will continue to be 0% Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Behavior Interventionist.	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative 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. At M. Robinson, we will continue to use restorative discipline strategies along with PBIS to ensure that all students are being successful. If any student receives 3 or more office referrals, a support plan will be put in place. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Assistant Principals, Behavior Interventionist, Counselors	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 3 Details	Formative 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. 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	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course. 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)	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 Accomplished
 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: 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		
Strategy 1: Teacher/Paraprofessional Attendance: M. Robinson will recognize perfect attendance every month, rewarding teams with the best attendance every nine weeks with attendance certificates and monthly incentives. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principal, Assistant Principals	Formative		
	Nov	Feb	May
	Some Progress	Considerable	Considerable
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	Formative Reviews		
Strategy 1: High-Quality Professional Development: Consultants and professional development providing growth opportunities in the area of professionalism, serving an at-risk and Title I population, reading, math, science, and writing. Strategy's Expected Result/Impact: Staff will grow in their knowledge of the reading, math, science, and writing processes, instructional implications, and strategies to address gaps in these content areas. Professional Development opportunities: Quantum Learning, ESL and other instructional strategies that support the needs of Bilingual Emergent students and content-specific professional learning opportunities provided by the CFISD Curriculum and Instruction Department. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists.	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
 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 10%.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: We will implement a structured posting schedule (e.g., 3-4 posts per week) that highlights student achievements, classroom activities, and upcoming events. Strategy's Expected Result/Impact: Families will feel connected to our school community and will want to volunteer and be a part of our school. Staff Responsible for Monitoring: Leadership Team	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: We will incorporate interactive strategies such as surveys, Q&A sessions, which will create more opportunities for families to engage with the school and feel connected to the campus culture. Strategy's Expected Result/Impact: Increased parent engagement in events Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: Offer multiple ways for families to connect--such as virtual meetings, bilingual communication, evening events, and family-friendly workshops--so parents can participate at times and in formats that fit their schedules Strategy's Expected Result/Impact: Higher Parent and Community Engagement Staff Responsible for Monitoring: Leadership Team	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: Build Relationships Through Personalized Communication: Use phone calls, text reminders, and positive updates about student progress to create trust and help parents feel welcomed and valued as partners in their child's success. Strategy's Expected Result/Impact: Increase parent involvement Staff Responsible for Monitoring: Teachers & Leadership Team	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Parent #2	Chloe Rogers	Parent
District Representative	Kayla Beesley	Primary Coach
Principal	Rocio Braley	Principal (there is only one principal)
Teacher #1	Jessica Benavides	PK Teacher
Teacher #2	Leticia Rios	Kindergarten Teacher
Teacher #3	Nelly Bonilla	First Grade Teacher
Teacher #4	Millerlandy Palomino	Second Grade Teacher
Teacher #5	Katy Maryan	Third Grade Teacher
Teacher #6	Leonela Oliva	Fourth Grade Teacher
Teacher #7	Melinda Hahn	Fifth Grade Teacher
Teacher #8	Claudette Wilson	Resource Teacher
Other School Leader (Nonteaching Professional) #1	Daniela Blair	AP
Other School Leader (Nonteaching Professional) #2	Julia Zuniga	AP
Other School Leader (Nonteaching Professional) #3	Nicole Palmer	Math/Science IS
Other School Leader (Nonteaching Professional) #4	Maria Ferrera	ELAR IS
Paraprofessional #1	Carla Soriano	Paraprofessional #1
Paraprofessional #2	Paraprofessional 2	Paraprofessional #2
Administrator (LEA) #1	Brittney Barksdale	Counselor
Administrator (LEA) #2	Jimena Woomer	Primary IS
Parent #1	Meredith Thibodeaux	Parent #1
Community Member #1	Arturo Jimenez	Community Member #1
Community Member #2	Gilber Oliva	Community Member #2
Business Representative #1	Paulo Suero	Business Representative #1
Business Representative #2	Nick Hayes	Business Representative #2
Teacher # 9	Denis Ober	P.E. Teacher
District Representative	Veronica Higadera	District Representative

Addendums

Campus

Robinson (M.)

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	83%	85%	87%	89%	91%
Meets or Above	50%	53%	56%	59%	62%
Masters Grade Level	23%	26%	29%	32%	35%

2025-26	Target Check
84%	Did not meet District Strategic Target
56%	Met District Strategic Target
31%	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	57%	59%			
African Am.	59%	61%			
Two or More	43%	45%			
Eco. Dis.	56%	58%			
EB	43%	45%			
SPED	9%	11%			
Highly Mobile	67%	69%			
High Focus	57%	59%			

2025-26	Target Check
72%	Met Reading Board Outcome Target
67%	Met Reading Board Outcome Target
100%	Met Reading Board Outcome Target
61%	Met Reading Board Outcome Target
47%	Met Reading Board Outcome Target
13%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
61%	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	44%	46%			
African Am.	35%	37%			
Two or More	29%	31%			
Eco. Dis.	43%	45%			
EB	31%	33%			
SPED	14%	16%			
Highly Mobile	0%	2%			
High Focus	43%	45%			

2025-26	Target Check
48%	Met Math Board Outcome Target
38%	Met Math Board Outcome Target
100%	Met Math Board Outcome Target
47%	Met Math Board Outcome Target
33%	Met Math Board Outcome Target
16%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
45%	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	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
					2026									
					#	%	#	%	%	#	%	%	#	%
Reading	3	Robinson (M.)	ES7	All	136	80%	115	85%	57%	98	72%	28%	48	35%
Reading	3	Robinson (M.)	ES7	Hispanic	69	79%	53	77%	56%	50	60%	29%	23	33%
Reading	3	Robinson (M.)	ES7	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Robinson (M.)	ES7	Asian	9	89%	9	100%	67%	7	78%	56%	6	67%
Reading	3	Robinson (M.)	ES7	African Am.	52	79%	47	90%	59%	35	67%	21%	13	25%
Reading	3	Robinson (M.)	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Robinson (M.)	ES7	White	5	100%	5	100%	*	5	100%	*	5	100%
Reading	3	Robinson (M.)	ES7	Two or More	1	*	1	100%	*	1	100%	*	1	100%
Reading	3	Robinson (M.)	ES7	Eco. Dis.	107	78%	95	89%	56%	65	61%	25%	30	28%
Reading	3	Robinson (M.)	ES7	EB	60	70%	50	83%	43%	28	47%	19%	13	22%
Reading	3	Robinson (M.)	ES7	At-Risk	64	72%	50	78%	49%	35	55%	23%	17	27%
Reading	3	Robinson (M.)	ES7	SPED	31	43%	15	48%	*	4	13%	*	3	10%
Reading	3	Robinson (M.)	ES7	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Robinson (M.)	ES7	High Focus	122	79%	100	82%	57%	75	61%	27%	36	30%
Reading	4	Robinson (M.)	ES7	All	137	84%	120	88%	63%	93	68%	37%	66	48%
Reading	4	Robinson (M.)	ES7	Hispanic	76	83%	66	87%	61%	48	63%	37%	30	39%
Reading	4	Robinson (M.)	ES7	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Reading	4	Robinson (M.)	ES7	Asian	10	100%	10	100%	80%	10	100%	*	10	100%
Reading	4	Robinson (M.)	ES7	African Am.	40	79%	33	83%	59%	24	60%	33%	15	38%
Reading	4	Robinson (M.)	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Robinson (M.)	ES7	White	4	100%	4	100%	100%	4	100%	*	4	100%
Reading	4	Robinson (M.)	ES7	Two or More	6	*	6	100%	*	6	100%	*	6	100%
Reading	4	Robinson (M.)	ES7	Eco. Dis.	92	84%	80	87%	62%	60	65%	33%	32	35%
Reading	4	Robinson (M.)	ES7	EB	58	76%	46	79%	52%	32	55%	26%	16	28%
Reading	4	Robinson (M.)	ES7	At-Risk	64	77%	50	78%	49%	33	52%	23%	16	25%
Reading	4	Robinson (M.)	ES7	SPED	28	52%	15	54%	24%	7	25%	*	0	0%
Reading	5	Robinson (M.)	ES7	All	132	76%	105	80%	60%	85	64%	26%	46	35%
Reading	5	Robinson (M.)	ES7	Hispanic	68	73%	51	75%	58%	40	59%	23%	17	25%
Reading	5	Robinson (M.)	ES7	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	5	Robinson (M.)	ES7	Asian	11	100%	11	100%	78%	9	82%	56%	7	64%
Reading	5	Robinson (M.)	ES7	African Am.	44	73%	34	77%	58%	27	61%	24%	13	30%
Reading	5	Robinson (M.)	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Robinson (M.)	ES7	White	6	100%	6	100%	83%	6	100%	*	6	100%
Reading	5	Robinson (M.)	ES7	Two or More	3	*	3	100%	*	3	100%	*	3	100%
Reading	5	Robinson (M.)	ES7	Eco. Dis.	101	75%	80	79%	58%	65	64%	25%	30	30%
Reading	5	Robinson (M.)	ES7	EB	52	70%	37	71%	47%	25	48%	16%	15	29%
Reading	5	Robinson (M.)	ES7	At-Risk	85	71%	62	73%	49%	45	53%	16%	15	18%
Reading	5	Robinson (M.)	ES7	SPED	27	*	5	19%	*	3	11%	*	1	4%
Math	3	Robinson (M.)	ES7	All	136	75%	110	81%	44%	65	48%	19%	31	23%
Math	3	Robinson (M.)	ES7	Hispanic	69	75%	54	78%	46%	33	48%	18%	14	20%
Math	3	Robinson (M.)	ES7	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Robinson (M.)	ES7	Asian	9	78%	8	89%	67%	6	67%	*	1	11%
Math	3	Robinson (M.)	ES7	African Am.	52	78%	42	81%	35%	20	38%	15%	10	19%
Math	3	Robinson (M.)	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Robinson (M.)	ES7	White	5	83%	5	100%	*	5	100%	*	5	100%
Math	3	Robinson (M.)	ES7	Two or More	1	*	1	100%	*	1	100%	*	1	100%
Math	3	Robinson (M.)	ES7	Eco. Dis.	107	74%	80	75%	43%	50	47%	17%	20	19%

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count	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
					2026	%	#	%	%	#	%	%	#	%
					#									
Math	3	Robinson (M.)	ES7	EB	60	69%	42	70%	31%	20	33%	19%	14	23%
Math	3	Robinson (M.)	ES7	At-Risk	64	69%	45	70%	38%	25	39%	18%	14	22%
Math	3	Robinson (M.)	ES7	SPED	31	36%	15	48%	*	5	16%	*	6	19%
Math	3	Robinson (M.)	ES7	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Robinson (M.)	ES7	High Focus	122	74%	97	80%	43%	55	45%	19%	32	26%
Math	4	Robinson (M.)	ES7	All	137	75%	110	80%	46%	70	51%	25%	45	33%
Math	4	Robinson (M.)	ES7	Hispanic	76	69%	57	75%	43%	35	46%	24%	20	26%
Math	4	Robinson (M.)	ES7	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Math	4	Robinson (M.)	ES7	Asian	10	100%	10	100%	70%	10	100%	*	10	100%
Math	4	Robinson (M.)	ES7	African Am.	40	76%	32	80%	41%	18	45%	16%	8	20%
Math	4	Robinson (M.)	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Robinson (M.)	ES7	White	4	100%	4	100%	100%	0	0%	*	0	0%
Math	4	Robinson (M.)	ES7	Two or More	6	*	6	100%	*	6	100%	*	6	100%
Math	4	Robinson (M.)	ES7	Eco. Dis.	92	75%	70	76%	44%	45	49%	25%	25	27%
Math	4	Robinson (M.)	ES7	EB	58	69%	41	71%	31%	20	34%	21%	15	26%
Math	4	Robinson (M.)	ES7	At-Risk	64	64%	45	70%	30%	20	31%	17%	13	20%
Math	4	Robinson (M.)	ES7	SPED	28	38%	15	54%	*	3	11%	*	1	4%
Math	5	Robinson (M.)	ES7	All	132	79%	115	87%	38%	55	42%	20%	30	23%
Math	5	Robinson (M.)	ES7	Hispanic	68	78%	58	85%	37%	30	44%	18%	15	22%
Math	5	Robinson (M.)	ES7	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	Robinson (M.)	ES7	Asian	11	100%	11	100%	56%	7	64%	*	0	0%
Math	5	Robinson (M.)	ES7	African Am.	44	76%	37	84%	33%	9	20%	24%	6	14%
Math	5	Robinson (M.)	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Robinson (M.)	ES7	White	6	83%	6	100%	*	6	100%	*	6	100%
Math	5	Robinson (M.)	ES7	Two or More	3	*	3	100%	*	3	100%	*	3	100%
Math	5	Robinson (M.)	ES7	Eco. Dis.	101	78%	80	79%	36%	37	37%	20%	23	23%
Math	5	Robinson (M.)	ES7	EB	52	72%	40	77%	32%	20	38%	12%	10	19%
Math	5	Robinson (M.)	ES7	At-Risk	85	73%	70	82%	26%	23	27%	11%	13	15%
Math	5	Robinson (M.)	ES7	SPED	27	*	20	74%	*	4	15%	*	3	11%
Science	5	Robinson (M.)	ES7	All	132	80%	115	87%	42%	60	45%	15%	25	19%
Science	5	Robinson (M.)	ES7	Hispanic	68	81%	60	88%	41%	30	44%	14%	15	22%
Science	5	Robinson (M.)	ES7	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	Robinson (M.)	ES7	Asian	11	89%	10	91%	67%	8	73%	*	1	9%
Science	5	Robinson (M.)	ES7	African Am.	44	73%	36	82%	39%	18	41%	*	5	11%
Science	5	Robinson (M.)	ES7	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Robinson (M.)	ES7	White	6	83%	6	100%	*	1	17%	*	1	17%
Science	5	Robinson (M.)	ES7	Two or More	3	*	3	100%	*	3	100%	*	3	100%
Science	5	Robinson (M.)	ES7	Eco. Dis.	101	79%	82	81%	38%	40	40%	10%	15	15%
Science	5	Robinson (M.)	ES7	EB	52	70%	40	77%	35%	20	38%	*	10	19%
Science	5	Robinson (M.)	ES7	At-Risk	85	74%	65	76%	31%	30	35%	6%	15	18%
Science	5	Robinson (M.)	ES7	SPED	27	57%	17	63%	*	5	19%	*	5	19%

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:
 - o Use Chromebook devices to engage in face-to-face and digital collaboration
 - o Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - o Collect and represent data using digital tools such as digital microscopes, Google Suite, etc.
 - o 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.