Cypress-Fairbanks Independent School District

A. Robison Elementary School

2021-2022 Campus Improvement Plan

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!

PBIS: RISE

Our RISE acronym stands for Respect, Integrity, Safety, and Effort

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

Reading

- All grade levels achieved passed standards (approaches level) at a level higher than the district average.
- We met our targets for the 4th and 5th-grade master's levels.

Math

- 4th-grade and 5th-grade LEP students scored higher than the district and cluster at the approaches level.
- 25% of 3rd-grade students reached the master's level.

Science

- 22% of our LEP students scored at the master's level.

Writing

- Students achieved at a level higher than the district average at the approaches, meets, and master's levels.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Longitudinal data show a pattern of difficulty with understanding and analysis of informational texts, specifically, making inferences. **Root Cause:** Reading: We need to focus teaching strategies on building background knowledge of read-aloud and independent texts and the opportunities to practice inferential skills through thoughtfully planned questions.

Problem Statement 2: Writing: Our Economically Disadvantaged students scored below all other subpopulations at the approaches, meets, and masters level. **Root Cause:** Writing: We need to provide students with the opportunity to write frequently across all content areas to allow for the application of writing skills.

Problem Statement 3: Math: Data indicates difficulty in understanding geometry and measurement concepts. **Root Cause:** Math: We need to provide opportunities for hands-on, real-life experiences that incorporate academic vocabulary and measurement tools appropriate to student grade levels.

Problem Statement 4: Science: Students performed below the cluster at the approaches, meets, and masters level. **Root Cause:** Science: We need to provide hands-on opportunities for learning all previous curriculum due to the impact of COVID-19 (spring 2020 for all and many participated in a merged classroom format for the 2020-2021 school year).

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

School Culture and Climate

School Culture and Climate Strengths

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

Student attendance rate for 2019 was 96.8%.

100% of our crisis drills were completed.

Our PBIS committee leads our staff and students with lessons, incentives, and reminders to support a positive culture.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Discipline referrals for PK-2 students are too high. **Root Cause:** We need to provide students with the opportunities to socialize and learn routines and procedures that were not learned due to COVID-19.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

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

- Staff actively participates and presents staff development opportunities.
- Staff regularly analyzes campus data and plans to improve instruction to meet the needs of our students.
- We strive to recognize and celebrate our staff by providing regular treats (snacks at all meetings, snack cart, lunches, gifts of time/covering duties, etc.)

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff attendance rate needs to increase given the negative impact on student achievement. **Root Cause:** Teacher/Paraprofessional Attendance: As a late campus, staff often need to be absent to attend appointments.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

- Parents actively participate by engaging in our social media accounts: Robison Elementary Facebook Page (1,156 followers); Robison Elementary PTO Facebook Page (730 followers); Robison PTO Instagram (102 followers); and Robison ES Twitter (832 followers)
- Parent volunteers record extensive hours on an annual basis by supporting our campus at the following events: first day of school, cultural events for every grade level, Field Days, classroom readers, preparing take-home readers on a weekly basis, fundraisers, parties, animal demonstrations, WATCH D.O.G.S., and many more.
- Students have participated in many activities to support our community, such as holiday gift drives to benefit families in CFISD; snacks for our CFISD police department; grade-level service projects; encouraging notes for breast cancer patients; raising funds for the Lymphoma Society; and, food drives for the community.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: The number of parent volunteers during the school day is lower than in previous years. **Root Cause:** Parent and Community Engagement: COVID-19 has caused us to limit some of the volunteer opportunities and some parents are not comfortable coming to school during the pandemic.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Goals

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

Performance Objective 1: Curriculum and Instruction & Accountability: By June 2022, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Reading: Teachers will purposely plan inferential questions to support their read alouds noting where students may be lacking in background knowledge. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers, Instructional Specialist, Assistant Principals, and Principal **TEA Priorities:** Build a foundation of reading and math	45%	60%	

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Writing: Writing across all content areas with accountability for grade-level writing expectations will be planned and monitored. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, and Principal **TEA Priorities:** Build a foundation of reading and math	45%	65%	

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Math: Analysis of data will be conducted and lesson plans will reflect differentiated instruction to address the various levels of learners in the classroom. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers, Math Instructional Specialist, Assistant Principal, and Principal **TEA Priorities:** Build a foundation of reading and math	45%	65%	

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 4: Science: Hands-on instruction and purposeful teaching of academic vocabulary will be planned weekly. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers, Instructional Specialist, Assistant Principal, and Principal	50%	65%	

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: differentiated instruction through flexible regrouping between teaching partners to address deficits in learning and/or the need for enrichment. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers, Instructional Paraprofessionals, Assistant Principals, and Principal	50%	65%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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

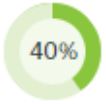
Performance Objective 2: ESSER III: Throughout the 2021-22 school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Tutoring camps will be provided for our 3rd-5th grade students following district assessments to address the specific needs of students who demonstrate a loss of learning. **Strategy's Expected Result/Impact:** Students participating in our 2021-2022 tutoring camps will achieve a minimum level of approaches on the 2022 ELA, Math, and/or Science STAAR. **Staff Responsible for Monitoring:** Principal **Funding Sources:** Tutoring Materials and student incentives - ESSER III - $2,000	0%	0%	

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Core Content Area Interventionist for 1st and 2nd grade reading and math **Strategy's Expected Result/Impact:** First and second grade students participating in small-group reading interventions will show 1.5 years of growth in reading by May 2022. First and second grade students participating in small-group math interventions will show mastery of grade-level math TEKS by May 2022. **Staff Responsible for Monitoring:** Principal **Funding Sources:** Math Intervention Materials (Bridges) - ESSER III - $2,925, Staffing - ESSER III - $70,000			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Consultant Garland Linkenhoger for Kindergarten-5th grade math teachers **Strategy's Expected Result/Impact:** Students of teachers participating in professional development provided by consultant Garland Linkenhoger will show mastery of grade level TEKS by May 2022. **Staff Responsible for Monitoring:** Principal **Funding Sources:** Consultant Fees - ESSER III - $4,250			

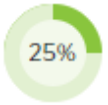
Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 4: ELA Consultant Elizabeth Martin **Strategy's Expected Result/Impact:** Students of teachers participating in Elizabeth Martin's professional development will demonstrate mastery of grade level TEKS by May 2022. **Staff Responsible for Monitoring:** Principal **Funding Sources:** Consultant Fees - ESSER III - $3,200			

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: State Compensatory Education (SCE): Throughout the 2021-22 school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Teachers will receive professional development to support the teaching of phonics and oral language from consultant, Shonda Guthrie. **Strategy's Expected Result/Impact:** The percentage of students reading on level will increase and learning gaps between student populations will narrow. **Staff Responsible for Monitoring:** Principal and Instructional Specialists **Funding Sources:** - Special Allotment: Compensatory Education - $2,465			

 No Progress Accomplished Continue/Modify Discontinue

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

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

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Campus Safety: Our new PBIS motto will be implemented with specific lessons taught directly to all students. Classroom guidance lessons will be implemented regularly and focus on supporting the social and emotional health of our students. **Strategy's Expected Result/Impact:** Office referrals (classroom and bus) will be reduced by at least 10%. **Staff Responsible for Monitoring:** Teachers, Assistant Principals, and Principal			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year. **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			

No Progress Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Teachers will contact the parents of students who have been absent for two days. **Strategy's Expected Result/Impact:** Student attendance will remain at or exceed 97%. **Staff Responsible for Monitoring:** Teachers, Registrar, Assistant Principals	30%	100%	100%

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: Restorative Discipline: By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 25%.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Restorative Discipline: A campus-wide focus of our new PBIS matrix will be directly taught to all students. Staff will also participate in monthly training refreshers of our new PBIS system. **Strategy's Expected Result/Impact:** Discipline referrals will be decreased by 25%. **Staff Responsible for Monitoring:** PBIS Committee and Assistant Principals	50%	15%	

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: In-School Suspensions : Staff will receive additional support in the area of restorative discipline and culturally responsive teaching in order to reduce the number of in-school suspensions by 20%. **Strategy's Expected Result/Impact:** In-School Suspensions for SPED African American students will be reduced by 50%. **Staff Responsible for Monitoring:** Assistant Principals	50%	75%	

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Out of School Suspensions: Staff will receive additional support in the area of restorative discipline and culturally responsive teaching in order to reduce the number of out-of-school suspensions. **Strategy's Expected Result/Impact:** Out of school suspensions will be reduced by 100% (one student was suspended last year). **Staff Responsible for Monitoring:** Assistant Principals	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: Special Opportunity School (SOS) Placements: Staff will receive additional support in the area of restorative discipline and culturally responsive teaching in order to maintain 0% of our students being placed at SOS. **Strategy's Expected Result/Impact:** Special Opportunity School (SOS) placements of African American students will continue to be 0%. **Staff Responsible for Monitoring:** Assistant Principals and Principal	Nov	Feb	May

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: Violence Prevention: Teachers and students will participate in classroom guidance lessons to address core essential skills on a monthly basis. All staff will be provided with training on restorative practices and culturally responsive teaching. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Counselors, Teachers, Assistant Principals, and Principal	Nov	Feb	May

 No Progress Accomplished Continue/Modify Discontinue

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

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

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

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified timelines. **Strategy's Expected Result/Impact:** Use of successful methods to ensure students participate in instruction and a variety of	Nov	Feb	May

activities designed to enhance and encourage lifelong health fitness. **Staff Responsible for Monitoring:** CSHAC Team	0%	0%	

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 5: Students participating in groups with our counselors will demonstrate a reduction in office referrals of 50% by May 2022. The number of threat assessments conducted for Robison Elementary will reduce by 25% by May 2022.

Evaluation Data Sources: Cognos discipline reports and threat assessment data

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Counselors will meet with students experiencing behavior difficulties to support them with coping skills using books and curriculum identified as age-appropriate resources to support the emotional learning of elementary students. **Strategy's Expected Result/Impact:** A reduction in behavior referrals and students having the ability to self regulate their behavior. **Staff Responsible for Monitoring:** Counselors **Funding Sources:** Books and Curriculum - ESSER III - $3,617	0%	25%	

 No Progress Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

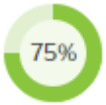
Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Teacher/Paraprofessional Attendance: Regular opportunities to acknowledge and appreciate staff will be planned throughout the year (a minimum of two special events per month). **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. **Staff Responsible for Monitoring:** Principal and Administrative Team			

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2021-22 school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: High-Quality Professional Development: District professional development opportunities will be shared on a weekly basis. Campus professional development days will be designed to allow for choice, and staff will be encouraged to present and share knowledge with one another. **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, All Content Liaisons, Instructional Specialists, Assistant Principals, and Principal **TEA Priorities:** Recruit, support, retain teachers and principals			

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: By the end of the 2021-22 school year, parent and family engagement will increase by 10%.

Evaluation Data Sources: Parent Survey

Activity sign-in sheets/records

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Parent and Family Engagement: Increased opportunities (in person and through Zoom) will be available for parents to volunteer and participate in events on campus during the school day and after school. **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 10%.			

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Tutoring Materials and student incentives		$2,000.00
1	2	2	Math Intervention Materials (Bridges)		$2,925.00
1	2	2	Staffing		$70,000.00
1	2	3	Consultant Fees		$4,250.00
1	2	4	Consultant Fees		$3,200.00
2	5	1	Books and Curriculum		$3,617.00
				Sub-Total	$85,992.00

Special Allotment: Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1			$2,465.00
				Sub-Total	$2,465.00

Addendums

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Approaches CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	3	Robison (A.)	All	125	104	83%	86%	3%			
Reading	3	Robison (A.)	Hispanic	41	30	73%	76%	3%			
Reading	3	Robison (A.)	Am. Indian	*	*	*	*	*			
Reading	3	Robison (A.)	Asian	7	5	71%	74%	3%			
Reading	3	Robison (A.)	African Am.	14	11	79%	82%	3%			
Reading	3	Robison (A.)	Pac. Islander	*	*	*	*	*			
Reading	3	Robison (A.)	White	56	51	91%	94%	3%			
Reading	3	Robison (A.)	Two or More	6	6	100%	100%	0%			
Reading	3	Robison (A.)	Eco. Dis.	53	39	74%	77%	3%			
Reading	3	Robison (A.)	LEP Current	15	7	47%	50%	3%			
Reading	3	Robison (A.)	At-Risk	44	28	64%	67%	3%			
Reading	3	Robison (A.)	SPED	12	7	58%	61%	3%			
Reading	4	Robison (A.)	All	146	111	76%	79%	3%			
Reading	4	Robison (A.)	Hispanic	46	33	72%	75%	3%			
Reading	4	Robison (A.)	Am. Indian	*	*	*	*	*			
Reading	4	Robison (A.)	Asian	7	7	100%	100%	0%			
Reading	4	Robison (A.)	African Am.	21	14	67%	70%	3%			
Reading	4	Robison (A.)	Pac. Islander	*	*	*	*	*			
Reading	4	Robison (A.)	White	68	54	79%	82%	3%			
Reading	4	Robison (A.)	Two or More	*	*	*	*	*			
Reading	4	Robison (A.)	Eco. Dis.	45	27	60%	63%	3%			
Reading	4	Robison (A.)	LEP Current	9	6	67%	70%	3%			
Reading	4	Robison (A.)	At-Risk	28	20	71%	74%	3%			
Reading	4	Robison (A.)	SPED	21	11	52%	55%	3%			
Reading	5	Robison (A.)	All	156	130	83%	86%	3%			
Reading	5	Robison (A.)	Hispanic	46	37	80%	83%	3%			
Reading	5	Robison (A.)	Am. Indian	*	*	*	*	*			
Reading	5	Robison (A.)	Asian	15	15	100%	100%	0%			
Reading	5	Robison (A.)	African Am.	26	19	73%	76%	3%			
Reading	5	Robison (A.)	Pac. Islander	*	*	*	*	*			
Reading	5	Robison (A.)	White	63	54	86%	89%	3%			
Reading	5	Robison (A.)	Two or More	6	5	83%	86%	3%			
Reading	5	Robison (A.)	Eco. Dis.	62	43	69%	72%	3%			
Reading	5	Robison (A.)	LEP Current	9	5	56%	59%	3%			
Reading	5	Robison (A.)	At-Risk	67	46	69%	72%	3%			

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Approaches CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	5	Robison (A.)	SPED	12	7	58%	61%	3%			
Math	3	Robison (A.)	All	126	97	77%	80%	3%			
Math	3	Robison (A.)	Hispanic	41	27	66%	69%	3%			
Math	3	Robison (A.)	Am. Indian	*	*	*	*	*			
Math	3	Robison (A.)	Asian	7	5	71%	74%	3%			
Math	3	Robison (A.)	African Am.	14	8	57%	60%	3%			
Math	3	Robison (A.)	Pac. Islander	*	*	*	*	*			
Math	3	Robison (A.)	White	57	50	88%	91%	3%			
Math	3	Robison (A.)	Two or More	6	6	100%	100%	0%			
Math	3	Robison (A.)	Eco. Dis.	54	35	65%	68%	3%			
Math	3	Robison (A.)	LEP Current	15	6	40%	43%	3%			
Math	3	Robison (A.)	At-Risk	45	27	60%	63%	3%			
Math	3	Robison (A.)	SPED	12	6	50%	53%	3%			
Math	4	Robison (A.)	All	146	110	75%	78%	3%			
Math	4	Robison (A.)	Hispanic	46	33	72%	75%	3%			
Math	4	Robison (A.)	Am. Indian	*	*	*	*	*			
Math	4	Robison (A.)	Asian	7	7	100%	100%	0%			
Math	4	Robison (A.)	African Am.	21	11	52%	55%	3%			
Math	4	Robison (A.)	Pac. Islander	*	*	*	*	*			
Math	4	Robison (A.)	White	68	56	82%	85%	3%			
Math	4	Robison (A.)	Two or More	*	*	*	*	*			
Math	4	Robison (A.)	Eco. Dis.	45	27	60%	63%	3%			
Math	4	Robison (A.)	LEP Current	9	7	78%	81%	3%			
Math	4	Robison (A.)	At-Risk	28	20	71%	74%	3%			
Math	4	Robison (A.)	SPED	21	11	52%	55%	3%			
Math	5	Robison (A.)	All	157	131	83%	86%	3%			
Math	5	Robison (A.)	Hispanic	47	37	79%	82%	3%			
Math	5	Robison (A.)	Am. Indian	*	*	*	*	*			
Math	5	Robison (A.)	Asian	15	14	93%	96%	3%			
Math	5	Robison (A.)	African Am.	26	17	65%	68%	3%			
Math	5	Robison (A.)	Pac. Islander	*	*	*	*	*			
Math	5	Robison (A.)	White	63	58	92%	95%	3%			
Math	5	Robison (A.)	Two or More	6	5	83%	86%	3%			
Math	5	Robison (A.)	Eco. Dis.	62	46	74%	77%	3%			
Math	5	Robison (A.)	LEP Current	9	6	67%	70%	3%			

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Approaches CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Math	5	Robison (A.)	At-Risk	67	46	69%	72%	3%			
Math	5	Robison (A.)	SPED	12	7	58%	61%	3%			
Science	5	Robison (A.)	All	156	126	81%	84%	3%			
Science	5	Robison (A.)	Hispanic	46	36	78%	81%	3%			
Science	5	Robison (A.)	Am. Indian	*	*	*	*	*			
Science	5	Robison (A.)	Asian	15	13	87%	90%	3%			
Science	5	Robison (A.)	African Am.	26	16	62%	65%	3%			
Science	5	Robison (A.)	Pac. Islander	*	*	*	*	*			
Science	5	Robison (A.)	White	63	57	90%	93%	3%			
Science	5	Robison (A.)	Two or More	6	4	67%	70%	3%			
Science	5	Robison (A.)	Eco. Dis.	63	44	70%	73%	3%			
Science	5	Robison (A.)	LEP Current	9	5	56%	59%	3%			
Science	5	Robison (A.)	At-Risk	68	43	63%	66%	3%			
Science	5	Robison (A.)	SPED	12	6	50%	53%	3%			

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Meets CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	4	Robison (A.)	All	146	72	49%	52%	3%			
Reading	4	Robison (A.)	Hispanic	46	19	41%	44%	3%			
Reading	4	Robison (A.)	Am. Indian	*	*	*	*	*			
Reading	4	Robison (A.)	Asian	7	7	100%	100%	0%			
Reading	4	Robison (A.)	African Am.	21	8	38%	41%	3%			
Reading	4	Robison (A.)	Pac. Islander	*	*	*	*	*			
Reading	4	Robison (A.)	White	68	37	54%	57%	3%			
Reading	4	Robison (A.)	Two or More	*	*	*	*	*			
Reading	4	Robison (A.)	Eco. Dis.	45	16	36%	39%	3%			
Reading	4	Robison (A.)	LEP Current	9	2	22%	25%	3%			
Reading	4	Robison (A.)	At-Risk	28	12	43%	46%	3%			
Reading	4	Robison (A.)	SPED	21	5	24%	27%	3%			
Reading	5	Robison (A.)	All	156	96	62%	65%	3%			
Reading	5	Robison (A.)	Hispanic	46	25	54%	57%	3%			
Reading	5	Robison (A.)	Am. Indian	*	*	*	*	*			
Reading	5	Robison (A.)	Asian	15	13	87%	90%	3%			
Reading	5	Robison (A.)	African Am.	26	8	31%	34%	3%			
Reading	5	Robison (A.)	Pac. Islander	*	*	*	*	*			
Reading	5	Robison (A.)	White	63	46	73%	76%	3%			
Reading	5	Robison (A.)	Two or More	6	4	67%	70%	3%			
Reading	5	Robison (A.)	Eco. Dis.	62	26	42%	45%	3%			
Reading	5	Robison (A.)	LEP Current	9	2	22%	25%	3%			
Reading	5	Robison (A.)	At-Risk	67	26	39%	42%	3%			
Reading	5	Robison (A.)	SPED	12	4	33%	36%	3%			
Math	4	Robison (A.)	All	146	68	47%	50%	3%			
Math	4	Robison (A.)	Hispanic	46	16	35%	38%	3%			
Math	4	Robison (A.)	Am. Indian	*	*	*	*	*			
Math	4	Robison (A.)	Asian	7	6	86%	89%	3%			
Math	4	Robison (A.)	African Am.	21	4	19%	22%	3%			
Math	4	Robison (A.)	Pac. Islander	*	*	*	*	*			
Math	4	Robison (A.)	White	68	39	57%	60%	3%			
Math	4	Robison (A.)	Two or More	*	*	*	*	*			
Math	4	Robison (A.)	Eco. Dis.	45	13	29%	60%	31%			
Math	4	Robison (A.)	LEP Current	9	2	22%	25%	3%			
Math	4	Robison (A.)	At-Risk	28	6	21%	24%	3%			

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Meets CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Math	4	Robison (A.)	SPED	21	4	19%	22%	3%			
Math	5	Robison (A.)	All	157	93	59%	62%	3%			
Math	5	Robison (A.)	Hispanic	47	24	51%	54%	3%			
Math	5	Robison (A.)	Am. Indian	*	*	*	*	*			
Math	5	Robison (A.)	Asian	15	13	87%	90%	3%			
Math	5	Robison (A.)	African Am.	26	9	35%	38%	3%			
Math	5	Robison (A.)	Pac. Islander	*	*	*	*	*			
Math	5	Robison (A.)	White	63	43	68%	71%	3%			
Math	5	Robison (A.)	Two or More	6	4	67%	70%	3%			
Math	5	Robison (A.)	Eco. Dis.	62	26	42%	45%	3%			
Math	5	Robison (A.)	LEP Current	9	2	22%	25%	3%			
Math	5	Robison (A.)	At-Risk	67	21	31%	34%	3%			
Math	5	Robison (A.)	SPED	12	3	25%	28%	3%			
Science	5	Robison (A.)	All	156	87	56%	59%	3%			
Science	5	Robison (A.)	Hispanic	46	21	46%	49%	3%			
Science	5	Robison (A.)	Am. Indian	*	*	*	*	*			
Science	5	Robison (A.)	Asian	15	13	87%	90%	3%			
Science	5	Robison (A.)	African Am.	26	7	27%	30%	3%			
Science	5	Robison (A.)	Pac. Islander	*	*	*	*	*			
Science	5	Robison (A.)	White	63	42	67%	70%	3%			
Science	5	Robison (A.)	Two or More	6	4	67%	70%	3%			
Science	5	Robison (A.)	Eco. Dis.	63	23	37%	40%	3%			
Science	5	Robison (A.)	LEP Current	9	2	22%	25%	3%			
Science	5	Robison (A.)	At-Risk	68	22	32%	35%	3%			
Science	5	Robison (A.)	SPED	12	2	17%	20%	3%			

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	3	Robison (A.)	All	125	41	33%	38%	5%			
Reading	3	Robison (A.)	Hispanic	41	6	15%	20%	5%			
Reading	3	Robison (A.)	Am. Indian	*	*	*	*	*			
Reading	3	Robison (A.)	Asian	7	3	43%	48%	5%			
Reading	3	Robison (A.)	African Am.	14	4	29%	34%	5%			
Reading	3	Robison (A.)	Pac. Islander	*	*	*	*	*			
Reading	3	Robison (A.)	White	56	24	43%	48%	5%			
Reading	3	Robison (A.)	Two or More	6	3	50%	55%	5%			
Reading	3	Robison (A.)	Eco. Dis.	53	11	21%	26%	5%			
Reading	3	Robison (A.)	LEP Current	15	1	7%	12%	5%			
Reading	3	Robison (A.)	At-Risk	44	5	11%	16%	5%			
Reading	3	Robison (A.)	SPED	12	1	8%	13%	5%			
Reading	4	Robison (A.)	All	146	35	24%	29%	5%			
Reading	4	Robison (A.)	Hispanic	46	7	15%	20%	5%			
Reading	4	Robison (A.)	Am. Indian	*	*	*	*	*			
Reading	4	Robison (A.)	Asian	7	4	57%	62%	5%			
Reading	4	Robison (A.)	African Am.	21	3	14%	19%	5%			
Reading	4	Robison (A.)	Pac. Islander	*	*	*	*	*			
Reading	4	Robison (A.)	White	68	20	29%	34%	5%			
Reading	4	Robison (A.)	Two or More	*	*	*	*	*			
Reading	4	Robison (A.)	Eco. Dis.	45	7	16%	21%	5%			
Reading	4	Robison (A.)	LEP Current	9	1	11%	16%	5%			
Reading	4	Robison (A.)	At-Risk	28	4	14%	19%	5%			
Reading	4	Robison (A.)	SPED	21	2	10%	15%	5%			
Reading	5	Robison (A.)	All	156	75	48%	53%	5%			
Reading	5	Robison (A.)	Hispanic	46	17	37%	42%	5%			
Reading	5	Robison (A.)	Am. Indian	*	*	*	*	*			
Reading	5	Robison (A.)	Asian	15	13	87%	92%	5%			
Reading	5	Robison (A.)	African Am.	26	6	23%	28%	5%			
Reading	5	Robison (A.)	Pac. Islander	*	*	*	*	*			
Reading	5	Robison (A.)	White	63	36	57%	62%	5%			
Reading	5	Robison (A.)	Two or More	6	3	50%	55%	5%			
Reading	5	Robison (A.)	Eco. Dis.	62	21	34%	39%	5%			
Reading	5	Robison (A.)	LEP Current	9	2	22%	27%	5%			
Reading	5	Robison (A.)	At-Risk	67	17	25%	30%	5%			

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	5	Robison (A.)	SPED	12	3	25%	30%	5%			
Math	3	Robison (A.)	All	126	32	25%	30%	5%			
Math	3	Robison (A.)	Hispanic	41	3	7%	12%	5%			
Math	3	Robison (A.)	Am. Indian	*	*	*	*	*			
Math	3	Robison (A.)	Asian	7	2	29%	34%	5%			
Math	3	Robison (A.)	African Am.	14	2	14%	19%	5%			
Math	3	Robison (A.)	Pac. Islander	*	*	*	*	*			
Math	3	Robison (A.)	White	57	24	42%	47%	5%			
Math	3	Robison (A.)	Two or More	6	1	17%	22%	5%			
Math	3	Robison (A.)	Eco. Dis.	54	8	15%	20%	5%			
Math	3	Robison (A.)	LEP Current	15	1	7%	12%	5%			
Math	3	Robison (A.)	At-Risk	45	6	13%	18%	5%			
Math	3	Robison (A.)	SPED	12	1	8%	13%	5%			
Math	4	Robison (A.)	All	146	44	30%	35%	5%			
Math	4	Robison (A.)	Hispanic	46	8	17%	22%	5%			
Math	4	Robison (A.)	Am. Indian	*	*	*	*	*			
Math	4	Robison (A.)	Asian	7	4	57%	62%	5%			
Math	4	Robison (A.)	African Am.	21	2	10%	15%	5%			
Math	4	Robison (A.)	Pac. Islander	*	*	*	*	*			
Math	4	Robison (A.)	White	68	27	40%	45%	5%			
Math	4	Robison (A.)	Two or More	*	*	*	*	*			
Math	4	Robison (A.)	Eco. Dis.	45	8	18%	23%	5%			
Math	4	Robison (A.)	LEP Current	9	0	0%	5%	5%			
Math	4	Robison (A.)	At-Risk	28	3	11%	16%	5%			
Math	4	Robison (A.)	SPED	21	3	14%	19%	5%			
Math	5	Robison (A.)	All	157	61	39%	44%	5%			
Math	5	Robison (A.)	Hispanic	47	19	40%	45%	5%			
Math	5	Robison (A.)	Am. Indian	*	*	*	*	*			
Math	5	Robison (A.)	Asian	15	9	60%	65%	5%			
Math	5	Robison (A.)	African Am.	26	3	12%	17%	5%			
Math	5	Robison (A.)	Pac. Islander	*	*	*	*	*			
Math	5	Robison (A.)	White	63	27	43%	48%	5%			
Math	5	Robison (A.)	Two or More	6	3	50%	55%	5%			
Math	5	Robison (A.)	Eco. Dis.	62	16	26%	31%	5%			
Math	5	Robison (A.)	LEP Current	9	2	22%	27%	5%			

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Math	5	Robison (A.)	At-Risk	67	11	16%	21%	5%			
Math	5	Robison (A.)	SPED	12	2	17%	22%	5%			
Science	5	Robison (A.)	All	156	53	34%	39%	5%			
Science	5	Robison (A.)	Hispanic	46	12	26%	31%	5%			
Science	5	Robison (A.)	Am. Indian	*	*	*	*	*			
Science	5	Robison (A.)	Asian	15	10	67%	72%	5%			
Science	5	Robison (A.)	African Am.	26	3	12%	17%	5%			
Science	5	Robison (A.)	Pac. Islander	*	*	*	*	*			
Science	5	Robison (A.)	White	63	25	40%	45%	5%			
Science	5	Robison (A.)	Two or More	6	3	50%	55%	5%			
Science	5	Robison (A.)	Eco. Dis.	63	11	17%	22%	5%			
Science	5	Robison (A.)	LEP Current	9	2	22%	27%	5%			
Science	5	Robison (A.)	At-Risk	68	11	16%	21%	5%			
Science	5	Robison (A.)	SPED	12	1	8%	13%	5%			

Robison

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 60% to 70% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
60%	62%	64%	67%	70%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		63%	62%						50%			62%	
2022	NA	65%	64%	NA	NA	NA	NA	NA	52%	NA	NA	64%	NA
2023	NA	67%	66%	NA	NA	NA	NA	NA	54%	NA	NA	66%	NA
2024	NA	70%	69%	NA	NA	NA	NA	NA	57%	NA	NA	69%	NA
2025	NA	73%	72%	NA	NA	NA	NA	NA	60%	NA	NA	72%	NA

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 70% to 80% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
70%	72%	74%	77%	80%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		67%	73%						62%			71%	
2022	NA	69%	75%	NA	NA	NA	NA	NA	64%	NA	NA	73%	NA
2023	NA	71%	77%	NA	NA	NA	NA	NA	66%	NA	NA	75%	NA
2024	NA	74%	80%	NA	NA	NA	NA	NA	69%	NA	NA	78%	NA
2025	NA	77%	83%	NA	NA	NA	NA	NA	72%	NA	NA	81%	NA

CYPRESS-FAIRBANKS ISD
Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

Updated July 2020 / HB

Elementary Content Area
Standard Expectations

Literacy (Reading and Writing)

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

Mathematics

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

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

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

Elementary Physical Education/Health (K-5)

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

Elementary Music (K- 5)

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

Visual Arts (K–5)

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