

Cypress-Fairbanks Independent School District

Moore Elementary School

2023-2024



Mission Statement

Moore is a welcoming school community that honors everyone's unique differences. Students and staff are held to high expectations in a learning environment that is engaging, innovative and challenging.

Vision

LEAD - Learn. Empower. Achieve. Dream.

Every Student, Every Minute of Every Day!

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Goals	6
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.	6
Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.	11
Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.	14
Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.	15
2023-2024 CPOC	16
Addendums	18

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Moore Elementary is a campus in Houston, Texas. Moore opened its doors in 1979. Moore is projected to serve approximately 960 students in grades PK-5 during the 2023-2024 school year, which is about the same from the previous year.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

- Math
- Reading
- Science
- Discipline
- Attendance
- Staff Recruitment and Retention
- Health and Safety

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 8, 2023 and again on September 26, 2023 to develop and finalize the CNA. The meetings were held in the library of Moore at 4:00pm.

At the first meeting on May 8th, principal, Patricia Myers lead the committee in reviewing data for the campus and then conducted a needs assessment with the purpose of drafting goals for the 2023-2024 school year.

At the second meeting on September 26, 2023 the CPOC committee reviewed the current demographics of Moore, the needs

assessment, academic data (STAAR and MAP) and the goals and objectives of the CIP.

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

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

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

Our first identified priority problem is in the area of student achievement, specifically in the area of reading, we failed to meet our target in reading this year. Students are not performing in the area of comprehension. Through the root cause analysis process, we identified that we need to provide explicit instruction to students in the area of phonics and phonemic awareness.

Our second identified priority problem is in the area of student achievement, specifically in the area of math, we failed to meet our target in math. Students are struggling with numeracy knowledge and computation. Through the root cause analysis process, we identified that we need to provide additional opportunities for students to increase their numeracy knowledge through model representation and the use of manipulatives before moving on to algorithms.

Our third identified priority problem is in the area of discipline. Specifically, office referrals and classroom interruptions were a challenge. There were more instances of physical and verbal aggression with students. Through the root cause analysis process, we identified we need to continue to equip students with the skills to regulate their emotions, while also supporting teachers in good classroom management training.

Goals

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

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

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Teachers will use current student data to drive daily small group instruction so the varied needs of their students are met in the classroom.</p> <p>Strategy's Expected Result/Impact: Meet or exceeds the targets on the attached CIP target tables</p> <p>Staff Responsible for Monitoring: Teachers, instructional specialists, assistant principals, principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: We will provide opportunities for students to increase their numeracy knowledge through model representation and the use of manipulatives before moving on to algorithms. This will be done most effectively through small group instruction.</p> <p>Strategy's Expected Result/Impact: Meet or exceed targets on attached CIP target table.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: We will increase students' knowledge of science vocabulary and provide a variety of opportunities for hands on activities in the science classroom.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the target on attached CIP target table.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: PE Teacher, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: structured, differentiated lessons that will be delivered in small groups or individually based on student needs.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Well-Rounded Education : Students will be provided the opportunity to participate in enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs</p> <p>Strategy's Expected Result/Impact: Moore will implement the following measures to meet or exceed the targets on the attached CIP target table.</p> <ol style="list-style-type: none"> Salaries: The testing coordinator, primary coach, class size reduction teacher and paraprofessional will help with meeting student achievement goals in all content areas. Temporary Worker: The temporary worker will provide targeted instruction to students so they will meet targeted goals in math. Professional Development: All staff will receive training throughout the year so that they will gain understanding in how to grow their skills in supporting students behaviorally and academically. Additional content supplies for ELAR and math/science materials which include baskets, manipulatives, headphones, and non-consumable supplies to increase student academic performance and enable all students to participate in hands-on learning. Consumable supplies such as paper, charts, folders, journals, markers, sticky notes, note cards, printer ink, and other office materials for staff and students to utilize for note-taking, summarizing, etc. to increase student learning and academic performance (Title 1 and General Funds) Substitute Pay: funds to cover substitutes for the teacher and paraprofessional that are paid with Title 1 funds. <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Instructional strategies and classroom environment: Teachers will ensure that instructional strategies and activities in the classroom support a learning environment that is engaging and conducive to learning for all students.</p> <p>Strategy's Expected Result/Impact: Classrooms will be an place that promotes and supports a learning environment for all students.</p> <p>Staff Responsible for Monitoring: Teachers, instructional specialists, assistant principals, principal</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Vertical alignment with RLA instruction will be critical as we move forward with our new curriculum. This is a focus of the Literacy Committee.</p> <p>Strategy's Expected Result/Impact: Alignment of instruction across grade levels will help fill in gaps for all students.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students who did not pass STAAR will receive additional support through accelerated instruction during RTI time each day. Strategy's Expected Result/Impact: By June 2024, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional Staffing: Class Size Reduction Teacher in ELAR will be hired to work with students to improve their academic performance. Strategy's Expected Result/Impact: By June 2024, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
No Progress Accomplished Continue/Modify Discontinue			

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

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

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk through receiving targeted instruction with an interventionist.</p> <p>Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 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
			
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
	N/A		
 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: The campus will use restorative discipline practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>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. Through restorative discipline practices, PBIS procedures, and Counselor Guidance lessons Moore will not have any violent incidents this year.</p> <p>Counselor lessons Counselor small groups Support for specific students by assigning a community mentor Behavior Coaches pulling small groups</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Teachers, At Risk Specialist, Counselors, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Teachers will implement classroom management strategies and best practices in restorative discipline in the classroom learned from trainings such as Capturing Kids Hearts and PBIS expectations. The behavior coaches will work with teachers and students so that supports are in place such as contracts and incentive programs. Other strategies include:</p> <p>Monday morning meetings BOTB lessons Counselor guidance lessons</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Teachers, At Risk Specialist, Counselors, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
 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: 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		
<p>Strategy 1: High-Quality Professional Development: All teachers will receive training in research based practices for reading, writing, math and science so they can be proficient and successful this school year.</p> <p>Emotional Poverty Book Study Literacy Committee Content Specific Campus PD Science of Teaching Reading</p> <p>Strategy's Expected Result/Impact: Teachers will feel more confident and effective in their planning and teaching.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 20%.

Evaluation Data Sources: Parent participation at family events, volunteers, WATCH Dogs, attendance at PTO meetings

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: We will intentionally provide opportunities for parents to participate in the school community through family nights, programs, parenting seminars and volunteer opportunities.</p> <p>Meet the Teacher Parent Expo Trunk or Treat Boosterthon Fun Run Watch DOGS Spring Festival Field Day Field Trips Spirit Nights</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 20%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, Counselors, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Parent and Family Engagement: We will provide resources and activities for parents to use at home, thus increasing parent involvement in the learning of their child through our Parent Expo Event</p> <p>Strategy's Expected Result/Impact: Students will make growth in reading, math and science</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

2023-2024 CPOC

Committee Role	Name	Position
Campus Secretary	Kim Panter	Campus Secretary
Librarian	Kim Katz	Librarian
Testing Coordinator	Sammi Saunders	Testing Coordinator
Behavior Interventionist	Stephen Bakondy	Behavior Coach
Behavior Interventionist	Jennifer Agbobock	Behavior Coach
Instructional Specialist	Katrina Willard	Instructional Specialist
Large Group Teacher	Abby Bilocura	Teacher
Other School Leader (Nonteaching Professional) #4	Elizabeth Mulkins	Primary Coach
Other School Leader (Nonteaching Professional) #3	Lauren Walker	Instructional Specialist
Paraprofessional #2	Allissa Kristynik	Paraprofessional #2
Paraprofessional #1	Shakari Baylor	Paraprofessional
Business Representative #2	Megan Garza	Business Representative #2
Business Representative #1	Jose Garza	Business Representative #1
Community Member #2	Jeanne Keyes	Community Member #2
Community Member #1	Ina Graham	Community Member #1
Parent #2	Parent #2	Parent #2
Parent #1	Mica Bull	Parent #1
Administrator (LEA) #2	Lauren Ibe	Assistant Principal
Administrator (LEA) #1	Erika McCreary	Assistant Principal
Other School Leader (Nonteaching Professional) #2	Marica Nicholas	Counselor
Other School Leader (Nonteaching Professional) #1	Daidra Saunders	Counselor
Teacher #8	Holly McGarrett	Special education teacher
Teacher #7	Emily Lentini	Fifth grade teacher
Teacher #6	Manasa Udthawar	Fourth grade teacher
Teacher #5	Nicole Landry	Third grade teacher
Teacher #4	Laura Mellencamp	Second grade teacher
Teacher #3	Nique Schmidt	First grade teacher

Committee Role	Name	Position
Teacher #2	Annette Hall	Kindergarten teacher
Teacher #1	Christi Saltus	Pre K teacher
Principal	Patricia Myers	Principal

Addendums

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					2023	#	%	%		#	%	%		#	%		
					#											#	
Math	3	Moore	ES 3	All	152	112	74%	77%	54%	66	43%	45%	28%	30	20%	22%	4%
Math	3	Moore	ES 3	Hispanic	45	32	71%	74%	63%	16	36%	38%	29%	*	*	*	*
Math	3	Moore	ES 3	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Moore	ES 3	Asian	17	16	94%	95%	77%	14	82%	84%	54%	7	41%	43%	*
Math	3	Moore	ES 3	African Am.	35	17	49%	50%	29%	7	20%	22%	10%	*	*	*	*
Math	3	Moore	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Moore	ES 3	White	44	40	91%	92%	69%	24	55%	57%	44%	13	30%	32%	*
Math	3	Moore	ES 3	Two or More	10	7	70%	72%	*	5	50%	52%	*	*	*	*	*
Math	3	Moore	ES 3	Eco. Dis.	90	62	69%	70%	43%	29	32%	34%	18%	8	9%	11%	*
Math	3	Moore	ES 3	Emergent Bilingual	20	12	60%	65%	63%	8	40%	42%	26%	*	*	*	*
Math	3	Moore	ES 3	At-Risk	50	32	64%	65%	40%	16	32%	34%	18%	5	10%	12%	*
Math	3	Moore	ES 3	SPED	23	5	22%	25%	21%	*	*	*	*	*	*	*	*
Math	4	Moore	ES 3	All	170	109	64%	70%	61%	68	40%	42%	36%	33	19%	22%	14%
Math	4	Moore	ES 3	Hispanic	45	26	58%	60%	62%	16	36%	38%	20%	6	13%	15%	*
Math	4	Moore	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Moore	ES 3	Asian	12	12	100%	100%	94%	10	83%	85%	82%	6	50%	52%	*
Math	4	Moore	ES 3	African Am.	51	25	49%	52%	28%	13	25%	27%	18%	7	14%	16%	*
Math	4	Moore	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Moore	ES 3	White	55	41	75%	78%	78%	25	45%	47%	53%	11	20%	22%	28%
Math	4	Moore	ES 3	Two or More	7	5	71%	75%	78%	*	*	*	*	*	*	*	*
Math	4	Moore	ES 3	Eco. Dis.	94	51	54%	57%	52%	23	24%	26%	24%	9	10%	12%	8%
Math	4	Moore	ES 3	Emergent Bilingual	11	*	*	*	44%	*	*	*	20%	*	*	*	*
Math	4	Moore	ES 3	At-Risk	73	32	44%	50%	45%	12	16%	18%	20%	*	*	*	*
Math	4	Moore	ES 3	SPED	21	8	38%	40%	*	5	24%	26%	*	*	*	*	*
Math	5	Moore	ES 3	All	157	122	78%	80%	70%	63	40%	42%	42%	25	16%	18%	12%
Math	5	Moore	ES 3	Hispanic	54	44	81%	82%	65%	17	31%	33%	31%	*	*	*	*
Math	5	Moore	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Moore	ES 3	Asian	10	8	80%	81%	92%	7	70%	72%	85%	*	*	*	54%
Math	5	Moore	ES 3	African Am.	35	22	63%	65%	57%	10	29%	31%	33%	*	*	*	*
Math	5	Moore	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Moore	ES 3	White	48	40	83%	85%	82%	26	54%	56%	49%	14	29%	31%	11%
Math	5	Moore	ES 3	Two or More	10	8	80%	84%	*	*	*	*	*	*	*	*	*
Math	5	Moore	ES 3	Eco. Dis.	81	59	73%	75%	58%	24	30%	32%	28%	7	9%	11%	7%
Math	5	Moore	ES 3	Emergent Bilingual	20	15	75%	78%	36%	8	40%	41%	*	*	*	*	*
Math	5	Moore	ES 3	At-Risk	76	51	67%	70%	52%	18	24%	26%	19%	5	7%	9%	*

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					2023	#	%	%		#	%	%		#	%	%	
					#												
Math	5	Moore	ES 3	SPED	30	13	43%	45%	46%	*	*	*	*	*	*	*	*
Reading	3	Moore	ES 3	All	151	121	80%	83%	68%	83	55%	58%	41%	33	22%	25%	16%
Reading	3	Moore	ES 3	Hispanic	44	33	75%	76%	75%	26	59%	61%	40%	7	16%	18%	17%
Reading	3	Moore	ES 3	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Moore	ES 3	Asian	17	16	94%	95%	93%	13	76%	78%	64%	8	47%	49%	*
Reading	3	Moore	ES 3	African Am.	35	21	60%	65%	45%	11	31%	33%	24%	*	*	*	10%
Reading	3	Moore	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Moore	ES 3	White	44	41	93%	94%	80%	27	61%	63%	54%	11	25%	30%	20%
Reading	3	Moore	ES 3	Two or More	10	9	90%	92%	*	6	60%	62%	*	*	*	*	*
Reading	3	Moore	ES 3	Eco. Dis.	89	68	76%	78%	55%	43	48%	50%	30%	13	15%	17%	9%
Reading	3	Moore	ES 3	Emergent Bilingual	20	13	65%	70%	68%	8	40%	42%	32%	*	*	*	*
Reading	3	Moore	ES 3	At-Risk	49	32	65%	70%	49%	21	43%	45%	24%	8	16%	18%	*
Reading	3	Moore	ES 3	SPED	23	6	26%	30%	27%	*	*	*	14%	*	*	*	*
Reading	4	Moore	ES 3	All	170	129	76%	76%	77%	75	44%	46%	48%	40	24%	27%	29%
Reading	4	Moore	ES 3	Hispanic	45	35	78%	80%	64%	23	51%	53%	43%	9	20%	22%	16%
Reading	4	Moore	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Moore	ES 3	Asian	12	12	100%	100%	94%	9	75%	77%	75%	7	58%	60%	44%
Reading	4	Moore	ES 3	African Am.	51	33	65%	70%	69%	13	25%	26%	21%	9	18%	20%	15%
Reading	4	Moore	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Moore	ES 3	White	55	43	78%	80%	86%	25	45%	47%	69%	13	24%	30%	47%
Reading	4	Moore	ES 3	Two or More	7	6	86%	87%	100%	5	71%	73%	67%	*	*	*	56%
Reading	4	Moore	ES 3	Eco. Dis.	94	63	67%	70%	72%	33	35%	37%	37%	19	20%	22%	19%
Reading	4	Moore	ES 3	Emergent Bilingual	11	5	45%	50%	44%	*	*	*	20%	*	*	*	*
Reading	4	Moore	ES 3	At-Risk	73	42	58%	60%	59%	15	21%	23%	26%	5	7%	10%	11%
Reading	4	Moore	ES 3	SPED	21	7	33%	35%	30%	*	*	*	*	*	*	*	*
Reading	5	Moore	ES 3	All	157	118	75%	76%	76%	86	55%	57%	51%	44	28%	30%	28%
Reading	5	Moore	ES 3	Hispanic	54	42	78%	80%	66%	26	48%	50%	49%	13	24%	26%	17%
Reading	5	Moore	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Moore	ES 3	Asian	10	7	70%	75%	85%	6	60%	62%	69%	5	50%	52%	69%
Reading	5	Moore	ES 3	African Am.	35	21	60%	65%	83%	14	40%	42%	42%	6	17%	19%	23%
Reading	5	Moore	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Moore	ES 3	White	48	39	81%	84%	77%	33	69%	71%	61%	17	35%	37%	32%
Reading	5	Moore	ES 3	Two or More	10	9	90%	92%	*	7	70%	72%	*	*	*	*	*
Reading	5	Moore	ES 3	Eco. Dis.	81	56	69%	70%	68%	34	42%	44%	43%	12	15%	17%	21%
Reading	5	Moore	ES 3	Emergent Bilingual	20	13	65%	70%	40%	8	40%	42%	*	*	*	*	*

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Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

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

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

Mathematics

- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using ST Math Puzzle Talks, Number Talks, Math Talks, CFISD Fact Fluency Plan, ORIGO Box of Facts, and other content conversation routines.
 - "Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
 - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 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, 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 district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K- 5)

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

Visual Arts (K–5)

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