

Cypress-Fairbanks Independent School District

Moore Elementary School

2024-2025



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

Every Student, Every Minute of Every Day!

Goals

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

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

Evaluation Data Sources: STAAR RLA, Math, and Science

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: We commit to supporting striving readers (African American, ED, White, Asian, Hispanic, and SpEd) in direct, systematic, and explicit instruction. Utilizing daily academic conversations and small group instruction in reading and writing to increase student growth specifically in the approaches, meets and masters passing standards.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Teachers, instructional specialists, assistant principals, principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: We commit to planning for purposeful, small group instruction, interactive vocabulary, practice with open ended questions, and real-world problem-solving utilizing critically based thinking strategies in the area of mathematical knowledge and fluency for our (African American, White, Hispanic, ED, SpEd, and At-Risk) students. Utilizing these strategies, we will target student growth in our approaches, meets, and masters passing standards.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: We commit to learning and utilizing the new Science TEKS during planning for small groups. This will be tailored towards specific Science TEKS, interactive vocabulary activities, and real-world/relevant experiences in science, hands on experiences, implementation of new curriculum, as well as incorporate writing into science to support our students to increase our approaches, meets, and masters passing standards.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
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
	 Some Progress	 Considerable	 Accomplished
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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. This can include Choir, DaVinci Day, Vertical Showcase for GT, Spelling Bee, Name that Book, Robotics, District Choir Festival, etc.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>1. Salaries: *The behavior interventionist will assist in ensuring the academic and behavioral needs of our students are met. *The testing coordinator will assist staff and students with data collection and testing for all students. *The para educators will assist students in K-5th through small group interventions to assist in meeting or exceeding targets attached CIP target table.</p> <p>2. Professional Development -The leadership team, teaching staff, and para-professionals will attend various professional developments to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP. All staff will participate in professional book studies that focus on student engagement and behavioral supports. Staff will implement strategies shared in the book, Teaching Students to Drive their Learning and Behavioral Support Strategies with students daily.</p> <p>3. Instructional Supplies: *Student instructional supplies will be used to assist in the delivery of instruction and identify additional targeted lessons.</p> <p>4. Student, PAFE snacks and supplies will be used to support before/after school events such as Culture night, grade level parent events, and other activities. Events will be held in the are of Reading and Math that include hands-on activities to model strategies for parents to use at home to support their children.</p> <p>5. Para training will be provided by SPED staff in a mini-series that will address in class support, materials used with students that in need, and data tracking for students that are in special education.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: 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.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

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: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Teachers, instructional specialists, assistant principals, principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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

Evaluation Data Sources: MAP and MClass Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.</p> <p>Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily.</p> <p>Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.</p> <p>Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: We will maintain a monitoring notebook to document individual students' progress.</p> <p>Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading MAP or mCLASS assessment will increase from 90% to 95% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

District Performance Objective 5.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction.</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons.</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Heggerty Phonemic Awareness Lessons will be used in Kindergarten and First Grade daily.</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: We will maintain a monitoring notebook to document individual students' progress.</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Goal 6: 90% of students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 6.1: Establish a benchmark of the percentage of students who meet the 50% AMIRA Reading Mastery score.

Evaluation Data Sources: AMIRA Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum).</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction.</p> <p>Strategy's Expected Result/Impact: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

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

Evaluation Data Sources: MAP Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives.</p> <p>Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.</p> <p>Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math teachers will model and expect students to use a problem-solving process.</p> <p>Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners.</p> <p>Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook.</p> <p>Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS.</p> <p>Strategy's Expected Result/Impact: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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

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

Summative Evaluation: Met Objective

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
	 Considerable	 Considerable	 Accomplished
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 6: District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

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

Evaluation Data Sources: Student attendance records

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A campus attendance incentive that supports incremental growth toward a 95% overall attendance rate will be implemented. Students will be recognized by completing "Moore" star letters and participating in an "AttenDance" incentive for attending school on a regular basis.</p> <p>Strategy's Expected Result/Impact: 95% overall attendance rate</p> <p>Staff Responsible for Monitoring: Teacher, Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences). Staff will document and make contact with parents of students that are repeatedly absent. Teachers and APs will have in person conferences with parents of students that are not meeting the district expectation for attendance.</p> <p>Strategy's Expected Result/Impact: 95% overall attendance rate</p> <p>Staff Responsible for Monitoring: Registrar, Teachers, Intervention, Assistant Principal</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

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

Evaluation Data Sources: Discipline reports

Summative Evaluation: Met Objective

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 decrease violent incidents this year. Staff will participate in campus staff development that addresses effective behavior strategies for all students.</p> <p>Counselor lessons Counselor small groups Support for specific students by assigning a community mentor Behavior Interventionist assist with coaching teachers and students Consultant support with coaching, providing campus wide feedback Mental Health team provide professional development to all staff</p> <p>Strategy's Expected Result/Impact: Violent incidents will be 0%</p> <p>Staff Responsible for Monitoring: Teachers, At Risk Specialist, Behavior Interventionist, Counselors, Assistant Principals</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Teachers will implement classroom management strategies and best practices in restorative discipline in the classroom learned from trainings and modeling PBIS expectations. The behavior interventionists 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
	 Some Progress	 Considerable	 Accomplished

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey.</p> <p>Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: All teachers and staff will receive training in research based practices for reading, writing, math, science, behavior, and professional conversations so they can be proficient and successful this school year. ELAR Committee Content Specific Campus PD provided by the Instructional Team Science of Teaching Reading Book Studies that include the following: Teaching Students to Drive Their Learning Behavior Support Strategies for Supporting Paraprofessionals Powerful Phrases for Effective Customer Service The One Thing</p> <p>Strategy's Expected Result/Impact: Teachers and staff will feel more confident and effective in their planning and teaching. Staff Responsible for Monitoring: Teachers, Paraprofessionals, Assistant Principals, Instructional Specialists</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All teachers will participate in data dig sessions and achievement meetings after campus and district assessments to determine the needs of their students and the implementation of best practices to address those needs.</p> <p>Strategy's Expected Result/Impact: Teachers will feel confident that they are delivering targeted instruction based on immediate data. Staff Responsible for Monitoring: Teachers, Instructional Specialist, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 7: District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 1%.

High Priority

Evaluation Data Sources: Teacher/paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: We will provide incentives each 9-weeks based on attendance to include things such as certificates, public acknowledgements and staff Moore Money for those that meet the target attendance each 9-weeks</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase as measured by parent conferences and attendance at parent events.

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

Summative Evaluation: Exceeded Objective

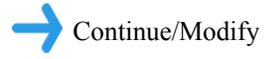
Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: We will provide opportunities for parents to participate in the school community through family nights, programs, parenting seminars, and volunteer opportunities. These events will be advertised through a variety of communication methods including: SMORE, School Messenger, Moore Marquee, Facebook, and Instagram.</p> <p>Meet the Teacher Open House Trunk or Treat Color Craze Fun Run Watch DOGS Spring Festival Field Day Face to face events during the school day Spirit Nights at local businesses School Dances Movie Night</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%. Staff Responsible for Monitoring: Principal, Assistant Principals, Behavior Interventionist, Counselors, Teachers</p>	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
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 area of mental health with their child. District consultant, mental health team, and district behavior specialist will assist with providing parent information.</p> <p>Strategy's Expected Result/Impact: Students will make growth behaviorally in all areas. Staff Responsible for Monitoring: Teachers, Counselors</p>	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished



No Progress



Accomplished



Continue/Modify



Discontinue

CPOC

Committee Role	Name	Position
Principal	Rebecca Hignight	Principal (there is only one principal)
Teacher #1	Christi Saltus	Pre K teacher
Teacher #2	Annette Hall	Kindergarten teacher
Teacher #3	Suzanne Sanders	First grade teacher
Teacher #4	Kristi Crawford	Second grade teacher
Teacher #5	Elizabeth Clark	Third grade teacher
Teacher #6	Robyn Banks	Fourth grade teacher
Teacher #7	Emily Cunningham	Fifth grade teacher
Teacher #8	Holly McGarrett	Special education teacher
Teacher	Jamie Proffit	Teacher
Paraprofessional #1	Shakari Baylor	Paraprofessional
Paraprofessional #2	Dana Smith	Paraprofessional #2
Paraprofessional	Monica Leal	Campus Secretary
Administrator (LEA) #1	Franklin Sampson	Administrator (LEA) #1
Administrator (LEA) #2	Colleen Mangold	Administrator (LEA) #2
Other School Leader (Nonteaching Professional) #1	Daidra Saunders	Counselor
Other School Leader (Nonteaching Professional) #2	Marica Nicholas	Counselor
Other School Leader (Nonteaching Professional) #3	Lauren Walker	Instructional Specialist
Other School Leader (Nonteaching Professional) #4	Elizabeth Mulkins	Primary Coach
Other School Leader (Nonteaching Professional)	Kim Katz	Librarian
Other School Leader (Nonteaching Professional)	Sammi Saunders	Testing Coordinator
Other School Leader (Nonteaching Professional)	Stephen Bakondy	Behavior Coach
Other School Leader (Nonteaching Professional)	Jennifer Agbobock	Behavior Coach
Other School Leader (Nonteaching Professional)	Eisha Roberson	Instructional Specialist
Other School Leader (Nonteaching Professional)	Erika McCreary	Assistant Principal
Other School Leader (Nonteaching Professional)	Lauren Ibe	Assistant Principal
Parent #1	Mica Bull	Parent #1

Committee Role	Name	Position
Parent #2	Anda Scheianu	Parent #2
Community Member #1	Ina Graham	Community Member #1
Community Member #2	Jeanne Keyes	Community Member #2
Business Representative #1	Jose Garza	Business Representative #1
Business Representative #2	Megan Garza	Business Representative #2

Addendums

Campus Moore

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	73%	75%	77%	79%	81%
Meets or Above	46%	49%	52%	55%	58%
Masters Grade Level	20%	23%	26%	29%	32%

2024-25	Target Check
74%	Met District Strategic Target
48%	Met District Strategic Target
23%	Met District Strategic Target

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

*Note that student groups less than 5 are masked to protect the small group privacy.

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count	2024 Approaches or Above	2025 Approaches Target	2025 Approaches or Above	2024 Meets or Above	2025 Meets Target	2025 Meets or Above	2024 Masters Grade Level	2025 Masters Target	2025 Masters Grade Level
					2025									
					#									
Reading	3	Moore	ES3	All	136	68%	76%	77%	41%	51%	53%	16%	24%	27%
Reading	3	Moore	ES3	Hispanic	46	75%	80%	73%	40%	48%	41%	17%	20%	16%
Reading	3	Moore	ES3	Am. Indian	0	*	*	*	*	*	*	*	*	*
Reading	3	Moore	ES3	Asian	10	93%	100%	100%	64%	70%	100%	*	50%	75%
Reading	3	Moore	ES3	African Am.	32	45%	50%	63%	24%	31%	24%	10%	16%	*
Reading	3	Moore	ES3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	3	Moore	ES3	White	40	80%	83%	92%	54%	60%	87%	20%	23%	47%
Reading	3	Moore	ES3	Two or More	8	*	100%	86%	*	88%	71%	*	63%	71%
Reading	3	Moore	ES3	Eco. Dis.	74	55%	60%	70%	30%	35%	42%	9%	9%	17%
Reading	3	Moore	ES3	EB	21	68%	73%	86%	32%	35%	43%	*	14%	*
Reading	3	Moore	ES3	At-Risk	56	49%	55%	64%	24%	30%	32%	*	14%	11%
Reading	3	Moore	ES3	SPED	27	27%	33%	39%	14%	20%	29%	*	7%	*
Reading	4	Moore	ES3	All	151	77%	86%	79%	48%	50%	54%	29%	31%	27%
Reading	4	Moore	ES3	Hispanic	50	64%	80%	74%	43%	50%	58%	16%	20%	25%
Reading	4	Moore	ES3	Am. Indian	0	*	*	*	*	*	*	*	*	*
Reading	4	Moore	ES3	Asian	12	94%	100%	85%	75%	75%	62%	44%	50%	46%
Reading	4	Moore	ES3	African Am.	50	69%	80%	73%	21%	26%	35%	15%	20%	17%
Reading	4	Moore	ES3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	4	Moore	ES3	White	33	86%	97%	91%	69%	73%	63%	47%	52%	38%
Reading	4	Moore	ES3	Two or More	6	100%	100%	100%	67%	83%	100%	56%	67%	*
Reading	4	Moore	ES3	Eco. Dis.	88	72%	75%	69%	37%	40%	45%	19%	20%	15%
Reading	4	Moore	ES3	EB	21	44%	50%	53%	20%	24%	37%	*	10%	*
Reading	4	Moore	ES3	At-Risk	34	59%	65%	66%	26%	29%	33%	11%	12%	11%
Reading	4	Moore	ES3	SPED	39	30%	35%	48%	*	18%	*	*	8%	*
Reading	5	Moore	ES3	All	147	76%	80%	69%	51%	57%	54%	28%	33%	30%
Reading	5	Moore	ES3	Hispanic	51	66%	71%	63%	49%	53%	50%	17%	18%	20%
Reading	5	Moore	ES3	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Reading	5	Moore	ES3	Asian	15	85%	87%	88%	69%	73%	76%	69%	73%	53%
Reading	5	Moore	ES3	African Am.	40	83%	85%	51%	42%	43%	34%	23%	25%	17%
Reading	5	Moore	ES3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Reading	5	Moore	ES3	White	32	77%	81%	85%	61%	66%	73%	32%	34%	45%
Reading	5	Moore	ES3	Two or More	8	*	100%	91%	*	88%	73%	*	75%	45%
Reading	5	Moore	ES3	Eco. Dis.	90	68%	70%	61%	43%	46%	44%	21%	23%	21%
Reading	5	Moore	ES3	EB	24	40%	45%	46%	*	21%	27%	*	13%	*
Reading	5	Moore	ES3	At-Risk	72	60%	65%	50%	29%	35%	31%	6%	8%	10%
Reading	5	Moore	ES3	SPED	29	50%	55%	22%	23%	28%	*	*	14%	*
Math	3	Moore	ES3	All	136	54%	65%	64%	28%	48%	41%	4%	21%	14%
Math	3	Moore	ES3	Hispanic	46	63%	67%	61%	29%	54%	35%	*	22%	*
Math	3	Moore	ES3	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	3	Moore	ES3	Asian	10	77%	80%	100%	54%	70%	100%	*	30%	*

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count	2024 Approaches or Above	2025 Approaches Target	2025 Approaches or Above	2024 Meets or Above	2025 Meets Target	2025 Meets or Above	2024 Masters Grade Level	2025 Masters Target	2025 Masters Grade Level
					2025									
					#	%	%	%	%	%	%	%	%	
Math	3	Moore	ES3	African Am.	32	29%	34%	37%	10%	19%	17%	*	9%	*
Math	3	Moore	ES3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	3	Moore	ES3	White	40	69%	75%	87%	44%	50%	61%	*	25%	34%
Math	3	Moore	ES3	Two or More	8	*	100%	86%	*	88%	*	*	38%	*
Math	3	Moore	ES3	Eco. Dis.	74	43%	49%	52%	18%	22%	27%	*	11%	*
Math	3	Moore	ES3	EB	21	63%	69%	71%	26%	29%	50%	*	14%	*
Math	3	Moore	ES3	At-Risk	56	40%	45%	48%	18%	20%	30%	*	9%	*
Math	3	Moore	ES3	SPED	27	21%	28%	31%	*	15%	21%	*	7%	*
Math	4	Moore	ES3	All	151	61%	68%	58%	36%	40%	31%	14%	19%	13%
Math	4	Moore	ES3	Hispanic	50	62%	70%	51%	20%	26%	26%	*	10%	11%
Math	4	Moore	ES3	Am. Indian	0	*	*	*	*	*	*	*	*	*
Math	4	Moore	ES3	Asian	12	94%	100%	85%	82%	83%	54%	*	42%	*
Math	4	Moore	ES3	African Am.	50	28%	40%	42%	18%	24%	13%	*	12%	*
Math	4	Moore	ES3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	4	Moore	ES3	White	33	78%	91%	80%	53%	61%	53%	28%	30%	20%
Math	4	Moore	ES3	Two or More	6	78%	100%	*	*	83%	*	*	33%	*
Math	4	Moore	ES3	Eco. Dis.	88	52%	58%	42%	24%	26%	16%	8%	10%	*
Math	4	Moore	ES3	EB	21	44%	52%	37%	20%	24%	26%	*	10%	*
Math	4	Moore	ES3	At-Risk	34	45%	50%	42%	20%	26%	13%	*	12%	*
Math	4	Moore	ES3	SPED	39	*	51%	30%	*	26%	*	*	13%	*
Math	5	Moore	ES3	All	147	70%	75%	66%	42%	47%	36%	12%	22%	16%
Math	5	Moore	ES3	Hispanic	51	65%	71%	61%	31%	35%	26%	*	18%	*
Math	5	Moore	ES3	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Math	5	Moore	ES3	Asian	15	92%	93%	88%	85%	87%	76%	54%	53%	41%
Math	5	Moore	ES3	African Am.	40	57%	60%	51%	33%	35%	23%	*	18%	*
Math	5	Moore	ES3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Math	5	Moore	ES3	White	32	82%	84%	78%	49%	50%	44%	11%	13%	22%
Math	5	Moore	ES3	Two or More	8	*	100%	73%	*	88%	45%	*	38%	*
Math	5	Moore	ES3	Eco. Dis.	90	58%	60%	56%	28%	32%	26%	7%	10%	*
Math	5	Moore	ES3	EB	24	36%	40%	50%	*	21%	23%	*	8%	*
Math	5	Moore	ES3	At-Risk	72	52%	59%	47%	19%	24%	18%	*	11%	*
Math	5	Moore	ES3	SPED	29	46%	50%	20%	*	24%	*	*	10%	*
Science	5	Moore	ES3	All	147	66%	70%	65%	29%	41%	38%	10%	14%	14%
Science	5	Moore	ES3	Hispanic	51	60%	65%	59%	15%	25%	24%	*	10%	*
Science	5	Moore	ES3	Am. Indian	1	*	100%	*	*	100%	*	*	100%	*
Science	5	Moore	ES3	Asian	15	92%	93%	94%	69%	87%	75%	38%	33%	31%
Science	5	Moore	ES3	African Am.	40	56%	60%	51%	27%	35%	28%	*	13%	*
Science	5	Moore	ES3	Pac. Islander	0	*	*	*	*	*	*	*	*	*
Science	5	Moore	ES3	White	32	75%	78%	85%	34%	44%	48%	11%	13%	27%
Science	5	Moore	ES3	Two or More	8	*	75%	55%	*	63%	55%	*	13%	*
Science	5	Moore	ES3	Eco. Dis.	90	57%	60%	54%	20%	26%	25%	*	11%	6%
Science	5	Moore	ES3	EB	24	47%	50%	44%	*	25%	*	*	13%	*
Science	5	Moore	ES3	At-Risk	72	45%	50%	47%	9%	14%	17%	*	7%	*
Science	5	Moore	ES3	SPED	29	38%	43%	26%	*	21%	*	*	10%	*

CYPRESS-FAIRBANKS ISD

Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

2024-2025 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)	▪ Achieve 3000
▪ 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 and other content conversation and fluency 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, Performance Matters, 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 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.