

Cypress-Fairbanks Independent School District

Moore Elementary School

2025-2026

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!

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Moore Elementary is a campus in Houston, Texas. Moore is projected to serve 850 students in grades Pk-5 during the 2025-26 school year, which is a decrease from the previous year of 950.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Moore's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team (AKA: Campus Performance Objectives Council [CPOC]) met on May 20, 2025, and again on September 29, 2025. The meetings were held in the ART room. We plan to meet again on November 19, 2025, February 26, 2025, and May 19, 2025 to review and revise the CNA as needed.

At the first meeting on May 20, 2025:

CIP evaluation of strategies were reviewed with the committee, a needs assesement was discussed for the 25-26 school year, and Title 1 budgeting for the upcoming school year was discussed and voted on among members.

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

- Data reviewed: *Safe and Supportive Schools*
- Strengths #1 from 2024-25:
 - Moore has great safety procedures and practices in place for students and staff
 - Upper grades used Amira with consistency

- 2nd/3rd grade improved in Science
- Use of Heggerty and structured literacy with fidelity
- Strength #2 from 2024-25:
 - Multi-tier attendance procedures for students, incentives, AttenDANCE are a few.
 - Teachers are promoting to students
 - Fluency lessons, 2nd manipulative bags
 - Progress in RLA in all grade levels
 - Detailed Monitoring notebooks for all students
- Strength #3 from 2024-25:
 - Data Digs - to review MAP, Benchmark, MClass and DPMs
 - Well rounded education
 - Managed Amira within the classroom-teachers bought in
- Need #1 for 2025-26:
 - Teacher and paraprofessionals absences
 - Make sure time on Amira is purposeful
 - Increase Math Performance
 - Differentiation of literacy
- Need #2 for 2025-26:
 - Dynamic drills
 - Supplemental folders per kid
 - More consistent small group instruction in math and science
- Need #3 for 2025-26:
 - Professional development
 - Increase MAP scores
- 2025-26 Strategy to address Need #1:
 - More staff incentives for attendance
 - Technology night to include Amira/ST MATH
 - Holiday break challenges to increase usage at home
 - Implement August PD strategies for small groups
- 2025-26 Strategy to address Need #2:
 - Drills during inconvenient times
 - Vertical Alignment with all math

- Provide opportunities for peer observation
- Utilize MAP continuum for student growth
- 2025-26 Strategy to address Need #3:
 - Professional development training with teacher presentations
 - Additional tutoring- Possibly a Sat. Camp
 - Incorporate differentiated activities within the workstation model

Discuss and Complete 2025-26 Title I Preliminary Planning Budget

- It was discussed that the budget would be used for the testing coordinator, behavior interventionist, (2) Instructional paraprofessionals
- Title 1 funds would help with tutoring and intervention materials
- PTO will support Moore

At the second meeting on September 29, 2025, the CPOC:

The purpose of CPOC, review of board policy, STAAR data from 24-25 school year, and a needs assessment was discussed. The committee reviewed prior year strategies and current recommendations to finalize for the campus improvement plan. The committee reviewed the parent and family engagement policy along with finalizing Moore target tables to ensure that goals are aligned with the expectations.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

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

Our first identified priority problem in the area of **student achievement** is the AA, SpEd & At-Risk students are consistently below the other subgroups across all subjects for reading, math and science STAAR. Through the root cause analysis process, we identified the level of instructional rigor needs to be increased across all subjects to match the level of the TEKS being testing for STAAR, and the monitoring notebook needs to be utilized for differentiated and targeted small group instruction.

Our second identified priority problem in the area of **student achievement** is our 4th grade math and science scores continue to fall below meeting standard. Through the root cause analysis process, we identified the level of instructional rigor needs to be increased during weekly planning to prepare for instructional delivery to match the level of the TEKS being testing for STAAR, and purposeful planning and discussions needs to be done on a regular basis to ensure strategies for differentiated and targeted

small group instruction are happening.

Our third identified priority problem is in the area of our students with the highest behavior dysregulation challenges are having the largest gaps in learning the TEKS, thus performing at the lowest levels on STAAR. Through the root cause analysis process, we identified the counselors, behavior specialist, Assistant Principals, and teachers need to work collaboratively to support students that have behavior dysregulation to ensure these students are on track to being in the classroom for initial first instruction and setting realistic goals for their growth measures.

Our fourth identified priority problem is in the area of closing the gaps. The staff needs to provide supplemental instruction due to the high mobility rate, along with teachers participating in vertical meetings among grade levels.

Student Achievement

Student Achievement Strengths

Notable Strengths: Academic Growth and Relative Performance- Academic growth in reading was strong this year compared to last year. Last year Moore was at 74% for Academic growth and 72% for Relative Performance, with an overall of 74%. Moore is currently at 80%. Moore Elementary received 3 Distinction Recognitions for the 24-25 school year: Academic Achievement in Language Arts, Academic Achievement in Science, and Postsecondary Readiness.

- Moore grew in overall student achievement. Moore improved overall from the prior year in student achievement changing the accountability rating from a C to a B.
- Moore grew in relative performance. The overall score for the 24-25 school year was an 80.
- Moore grew in closing the gaps. Our economically disadvantaged student group, African American and Hispanic student groups grew in academic performance.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our AA, SpEd & At-Risk students are consistently below the other subgroups across all subjects for reading, math and science STAAR.

Root Cause: The level of instructional rigor needs to be increased across all subjects to match the level of the TEKS being testing for STAAR, and the monitoring notebook needs to be utilized for differentiated and targeted small group instruction.

Problem Statement 2: Our 4th grade math and science scores continue to fall below meeting standard.

Root Cause: The level of instructional rigor needs to be increased during weekly planning to prepare for instructional delivery to match the level of the TEKS being testing for STAAR, and purposeful planning and discussions needs to be done on a regular basis to ensure strategies for differentiated and targeted small group instruction are happening.

Problem Statement 3: Our students with the highest behavior dysregulation challenges are having the largest gaps in learning the TEKS, thus performing at the lowest levels on STAAR.

Root Cause: The counselors, behavior specialist, APs and teachers need to work collaboratively to support students that have behavior dysregulation to ensure these students are on track to being in the classroom for initial first instruction and setting realistic goals for their growth measures.

Problem Statement 4: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps.

Root Cause: Need to deepen economically disadvantaged/at-risk student academic understandings/build schema and need to provide supplemental staffing support such as: Title 1 funded positions are in place to help support students achievement. These positions include a Behavior Specialist, Testing Coordinator, and multiple paraprofessional staff to work with groups of students in all areas.

Problem Statement 5: Our students struggle with closing the gaps in all content areas.

Root Cause: Need to provide supplemental instruction due to the high mobility rate, along with teachers participating in vertical meetings among grade levels.

School Culture and Climate

School Culture and Climate Summary

Moore Elementary believes and shares the beliefs as follows:

1. Decisions should be based on our mission and goals, accurate and reliable data, anchored in sound theory and practice & focused on short-term as well as long-term benefit of all students.
2. Decisions should be made at the appropriate level (as close to the level of implementation as possible), and decided upon the competency and commitment levels of those involved to determine where decisions are made.
3. Our behavior should promote and encourage empowerment throughout the school and indicate the level of decision-making we are capable of doing.
4. We have an obligation to establish and maintain cohesive, interdependent teams that maintain a high commitment to the school's mission and goals.
5. Our behavior should promote professional autonomy and growth from independence to interdependence for individuals and team throughout the school.
6. We have an obligation to build in quality control and quality assurance strategies throughout the school as well as building in feedback opportunities to assist leaders in aligning the mission, strategies, structures, and systems to ensure quality control exists throughout the school.

As a result of adopting this philosophy, our campus is a collegial (genuine care, concern and respect for one another) and collaborative (proactive in student data analysis and using a team approach to solve problems) environment that supports one another on a personal as well as professional level to the overall benefit of the children that attend school here.

We believe all staff members have the ability and obligation to lead from wherever they are in this organization to ensure the students get the best everyone has to offer.

School Culture and Climate Strengths

1. 95% believe opportunities exist for staff to think for themselves.
2. 89% believe opportunities for professional growth exist for all staff members.
3. 97% believe the work they are asked to do relates directly to their job responsibility.
4. 92% believe information is available for staff to do an effective job.
5. 86% believe they have opportunities to provide input for decisions.
6. 86% believe procedures have been implemented to keep them safe at work.
7. 92% believe that quality work is expected of them.
8. 88% believe that collaboration is both encouraged and practiced.
9. 82% believe there are opportunities to discuss their concerns with administrators.
10. 83% believe various forms of feedback are provided to help them improve their performance.
11. 91% believe that information related to their job is accessible.

The weClimb observation tool has been implemented to provide staff with feedback regarding their job performance.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Moore has become a highly mobile school. Many of our students are not with us for very long, and it is difficult to assimilate them in our school culture and close academic gaps.

Root Cause: High mobility rate causes students to have academic gaps.

Problem Statement 2: While discipline incidents have decreased, there has been a rise in severe behavior.

Root Cause: There are students with high behavior and mental health issues on campus. These students and the teachers need strategies from support staff and other resources to address the needs of students.

Problem Statement 3: Teachers struggle with discipline, which in turn impacts academic progress

Root Cause: Teachers are lacking time and resources to manage the behavior demands in the classroom. The behavior interventionist is a key position in supporting teachers and students so students can remain in the classroom and make academic growth.

Problem Statement 4: Teachers do not feel they receive a large amount of recognition by their peers and the administrative team. Staff is seeking feedback for instruction.

Root Cause: Postive motivators, teacher recognition, and consistent individual feedback did not occur a timely or frequent manner with staff.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

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

1. This is a Positive Behavioral Interventions & Supports (PBIS) campus where expectations for student and staff interactions, support and collaboration are clearly defined, modeled and reinforced. As a result of the implementation of PBIS, we have a shared and common language regarding those expectations across the campus that are posted and referred to often, allowing us to continue with the PBIS Level II System for the tenth year in a row.
2. Our staff believes there is a simple process to seek assistance, regardless of the area or type of support needed. The vast majority of staff of the staff are willing to go beyond the expectation of their job duties to work with students in all areas to increase student achievement.
3. This campus has a "no excuse" approach to reaching children on a social, emotional, behavioral, and academic approach that translates to their individual success. It is stable overall as we continue to engage our students with numerous co-curricular and extra-curricular clubs and organizations to create well-rounded students.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Staff attendance fails to meet the district goal of 96%

Root Cause: Teacher/Paraprofessional Attendance: Teachers are struggling to meet all obligations required of them within the timeframe expected.

Family and Community Engagement

Family and Community Engagement Summary

We have a focus to increase parent and community involvement at Moore. A wide variety of opportunities are provided to parents and families to participate in the life of the school this year.

Family and Community Engagement Strengths

Our PTO continues to increase with membership and we have been very successful in recruiting volunteers for our classrooms and specific events. Cypress Bible Church and Houston Northwest Church partners with us and has been very supportive by donating items for our food pantry, snacks for students, mentors and tokens of appreciation for our staff. They have also been instrumental in helping Moore start a gardening program. They have also provided 24-30 mentors thus far, with a goal to reach 50 this year. The local neighborhood associations have been very generous with donations.

Some examples of our family events include:

Meet the Teacher, Curriculum Night, Boosterthon Fun Run, Movie Nights, grade level content days for parents to attend, Trunk or Treat, Spring Festival, Field Day, Watch DOG program

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Parents would like more parent and community involvement with the campus.

Root Cause: Due the varied demographics, new ways to involve parents need to be implemented that will accommodate parent schedules.

School Organization

School Organization Summary

School Organization Strengths

Moore is a campus that fully utilizes team leaders and other staff as members of the CPOC Committee. During our CPOC meetings, we analyze data and we invite our community reps/business partners/parents/district reps to the table with us. By continuing the use of optional Zoom meetings, we were able to have people join meetings in a flexible format that supports their participation while being convenient for them as well.

We utilize this PLC/CPOC/Vertical Team format to drive professional development learning and growth and create a culture of collaboration across teams that allows for teacher leaders to flourish when leading their peers. As a result of this approach, our whole staff understands the mission and goals of the organization and can articulate and support what we are doing to reach our students.

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: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: Closing achievement gaps for EB, SpEd & At-Risk students across all subjects for reading, math and science STAAR. Strategy: We will increase the level of instructional rigor across all subjects to match the level of the TEKS being tested for STAAR, and we will use monitoring notebooks for differentiated and targeted small group instruction. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Teachers, Instructional Specialists, Interventionists, Assistant Principals	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Moderate Progress
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: Planning for purposeful small group instruction, interactive vocabulary, practice with open ended questions, and real-world problem-solving utilizing critical thinking strategies in the area of mathematical knowledge and fluency for our (African American, ED, SpEd, and At-Risk) students. Strategy: We commit to planning for purposeful small group instruction, interactive vocabulary, practice with open ended questions, and real-world problem-solving utilizing critical thinking strategies in the area of mathematical knowledge and fluency for our (African American, ED, SpEd, and At-Risk) students. We will utilize these strategies, and we will target student growth in our approaches, meets, and masters grade levels performance. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Teachers, instructional specialists, assistant principals, principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Moderate Progress

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: Math STAAR Performance Strategy: We will increase the level of instructional rigor across all subjects to match the level of the TEKS being tested for STAAR, and we will use monitoring notebooks for differentiated and targeted small group instruction. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Teachers, Instructional Specialist, Math Interventionist	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Moderate Progress
Strategy 4 Details	Formative Reviews		
Strategy 4: Instructional Focus: Science STAAR Performance Strategy: We commit to learning and utilizing the new Science TEKS during planning for small groups. Tailored towards meeting specific Science TEKS, we will incorporate interactive vocabulary activities, real-world/relevant experiences, and hands-on experiences into the implementation of the science curriculum. We will also incorporate writing into science to support our students' learning mastery. Strategy's Expected Result/Impact: Meet or exceed STAAR targets Staff Responsible for Monitoring: Teachers, Instructional Specialists, Interventionists, Assistant Principals	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress

Strategy 5 Details	Formative Reviews		
Strategy 5: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs. Strategy's Expected Result/Impact: 1. Salaries: *The Behavior Specialist 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. 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. Teaching and administrative staff will participate in professional book studies that focus on student engagement, accountability, and effective instructional strategies. Staff will implement strategies shared in the book, The Fundamental Five Revisited and Behavioral Support Strategies with students daily. 3. Instructional Supplies: *Student instructional supplies will be used to assist in the delivery of instruction and identify additional targeted lessons. 4. 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 area of Reading and Math that include hands-on activities to model strategies for parents to use at home to support their children. 5. Para training will be provided by SPED staff that will address in class support, materials used with students that in need, and data tracking for students that are in special education. 6. Behavior support training will be provided by the Behavior Specialist to assist with best practices in the area of classroom management. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Behavior Specialists, Teachers	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 6 Details	Formative Reviews		
Strategy 6: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: PE Teacher, Assistant Principals, Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished

Strategy 7 Details	Formative Reviews		
Strategy 7: 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: Choir, Da Vinci Day, Spelling Bee, Robotics, District Choir Festival, school musicals, GT Showcase Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education. Staff Responsible for Monitoring: Teachers, Instructional Specialists, Interventionists, Assistant Principals	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 8 Details	Formative Reviews		
Strategy 8: Improving Student Engagement: 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. Strategy's Expected Result/Impact: Increased student engagement Staff Responsible for Monitoring: Teachers, Instructional Specialists, Interventionists, Assistant Principals	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Moderate Progress
Strategy 9 Details	Formative Reviews		
Strategy 9: Improving Student Engagement: We are committed to celebrating our students with daily/weekly/9-week accomplishments using goal-setting, recognition for ST Math and Amira achievement, providing Dillo Dollars and attendance awards, and PBIS celebrations. Strategy's Expected Result/Impact: Increased student engagement Staff Responsible for Monitoring: Assistant Principals, Instructional Specialists, Behavior Specialists, Interventionists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: MAP and MClass Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Teachers, Instructional Specialists	Formative		
	Nov	Feb	May
	 Some Progress	 Accomplished	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Teachers, Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Accomplished	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Teachers, Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Teachers, Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 5 Details	Formative Reviews		
Strategy 5: We will utilize weekly planning time to develop higher level questioning strategies to align with the TEKS level being tested on yearly exams. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Instructional Specialists, Testing Coordinator & Instructional Staff	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Goal 5: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 5.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Teachers, Instructional Specialists, Interventionists, Assistant Principals	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Teachers, Instructional Specialists, Interventionists, Assistant Principals	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Teachers, Instructional Specialists, Interventionists, Assistant Principals	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Teachers, Instructional Specialists, Interventionists, Assistant Principals	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 5 Details	Formative Reviews		
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Teachers, Instructional Specialists, Interventionists, Assistant Principals	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 6 Details	Formative Reviews		
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Teachers, Instructional Specialists, Interventionists, Assistant Principals	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 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		
Strategy 1: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps. Strategy's Expected Result/Impact: 100% of safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Accomplished	 Accomplished
No Progress Accomplished Continue/Modify Discontinue			

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

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

Evaluation Data Sources: Student attendance records

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
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 campus incentives for attending school on a regular basis. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Teacher, Assistant Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences). 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. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Registrar, Teachers, Intervention, Assistant Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 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: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. 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. Counselor lessons Counselor small groups Support for specific students by assigning a community mentor Behavior Specialist assist with coaching teachers and students Behavior Specialist and Assistant Principals provide professional development Assistant Principals provide incentives and motivators to students Principal implement Hignight Heros to students Mental Health team provide professional development to all staff Spring/Fall Crime Stoppers community presentation to all students Strategy's Expected Result/Impact: Violent incidents will be 0% Staff Responsible for Monitoring: Teachers, At Risk Specialist, Behavior Interventionist, Counselors, Assistant Principals	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Teachers will implement classroom management strategies and best practices in restorative discipline in the classroom learned from trainings and modeling PBIS expectations. The Behavior Specialist will work with teachers and students so that supports are in place such as contracts and incentive programs. Other strategies include: Monday morning meetings BOTB lessons Counselor guidance lessons Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Teachers, At Risk Specialist, Counselors, Assistant Principals	Formative		
	Nov	Feb	May
	 Moderate Progress	 Accomplished	 Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey. Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. Staff Responsible for Monitoring: Assistant Principal(s), Teacher, Campus Bullying Committee	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course. Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course. Staff Responsible for Monitoring: Principal, Assistant Principal(s)	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: 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		
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. The following committees will be in place for all staff to participate: ELAR Committee MATH/SCIENE Committee Technology Committee PBIS Committee Social/Culture Committee Content Specific Campus PD provided by the Instructional Team District PD provided to staff for special populations of students ie Dyslexia/SPED PD provided by staff each 9 weeks Science of Teaching Reading Book Studies that include the following: The Fundamental Five Revisited Crucial Accountability Vertical Alignment Committees Teacher/Staff led professional development Administrative professional development trainings 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	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable

Strategy 2 Details		Formative Reviews		
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. Strategy's Expected Result/Impact: Teachers will feel confident that they are delivering targeted instruction based on immediate data. Teachers will receive uninterrupted planning days to focus on high quality instruction. Staff Responsible for Monitoring: Teachers, Instructional Specialist, Assistant Principal		Formative		
		Nov	Feb	May
		 Moderate Progress	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: 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: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We will provide incentives each 9-weeks based on attendance to include things such as certificates, public acknowledgements, end of semester drawings, and staff Moore Money for those that meet the target attendance each 9-weeks Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. Staff Responsible for Monitoring: Assistant Principal, Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: We will utilize social platforms as communication tools for all teams to share relevant, daily learning opportunities as we celebrate our students, campus, and district to engage our parents and community. Strategy's Expected Result/Impact: We will reach a larger audience of parents and community with the unified message that Moore and CFISD are the places you want your child to attend school. Staff Responsible for Monitoring: Teachers, Principal, APs, ISSs, Testing Coordinator, Behavior Specialist, & Principal's Secretary	Formative		
	Nov	Feb	May
	 Moderate Progress	 Accomplished	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: We will increase our use of social media to display academic content and focus on grade level events, celebrations, instructional content, and student growth in the classrooms. Strategy's Expected Result/Impact: Parents will have a better understanding of what is happening inside of the classrooms and across the campus. Staff Responsible for Monitoring: Teachers, Principal, APs, ISSs, Testing Coordinator, Behavior Specialist, & Principal's Secretary	Formative		
	Nov	Feb	May
	 Moderate Progress	 Accomplished	 Accomplished

Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community 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. Meet the Teacher Open House Trunk or Treat Boosterthon Watch DOGS Field Day Face to face events during the school day Spirit Nights at local businesses Multicultural Night Theatre Arts Presentations Tech and Taco Tuesday Strategy's Expected Result/Impact: Parent participation will increase at family events, volunteers, WATCH Dogs, and at PTO meetings Staff Responsible for Monitoring: Teachers, Assistant Principals, Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Accomplished	 Accomplished
Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: We will provide resources and activities for parents to use at home, thus increasing parent involvement in the area of mental health and behavior tips with their child. Counselor, mental health team, campus behavior specialist, and district behavior specialist will assist with providing parent information. Strategy's Expected Result/Impact: Students will make growth behaviorally in all areas. Staff Responsible for Monitoring: Counselor, Behavior Specialist, Assistant Principals, District personnel	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	PK Teacher
Teacher #2	Madison Adams	Kinder Teacher
Teacher #3	Suzanne Sanders	First Grade Teacher
Teacher #4	Marilyn Pantoja	Second Grade Teacher
Teacher #5	Elizabeth Clark	Third Grade Teacher
Teacher #6	Jocelyn Vasquez	Fourth Grade Teacher
Teacher #7	Laura Underwood	Fifth Grade Teacher
Teacher #8	Erica Spiegel	Special Education Teacher
Teacher #9	Julie Huff	PE Coach
Other School Leader	Jennifer Agbobock	Math Intervention
Other School Leader	Stephen Bakondy	Behavior Specialist
Other School Leader	Kim Katz	Librarian
Other School Leader	Faith Graves	Counselor
Other School Leader	Sammi Saunders	Testing Coordinator
Other School Leader (Nonteaching Professional) #3	Lauren Jones	Instructional Specialist
Other School Leader	Nastasya Jones	Primary Reading Specialist
Other School Leader (Nonteaching Professional) #1	Quynh Ngo	Assistant Principal
Other School Leader (Nonteaching Professional) #2	Erika McCreary	Assistant Principal
Paraprofessional #1	Dana Smith	Paraprofessional #1
Paraprofessional #2	Monica Leal	Paraprofessional #2
Administrator (LEA) #1	Colleen Mangold	Administrator (LEA) #1
Other School Leader	Franklin Sampson	Director of Guidance and Counseling
Administrator (LEA) #2	Jackie Ray	Administrator (LEA) #2
Parent #1	Parent 1	Parent #1
Parent #2	Parent 2	Parent #2
Community Member #1	Marjorie Woerhmann	Community Member

Committee Role	Name	Position
Community Member #2	Jose Nevarez	Cypress Bible Church
Business Representative #1	Patricia Pedraza	Texas School of Languages1
Business Representative #2	Sabrina Cueva	Palazzo Apartments
No Charter School in LEA	N/A N/A	No Charter School in LEA
No Tribal Association in LEA	N/A N/A	No Tribal Association in LEA

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%

2025-26	Target Check
76%	Met District Strategic Target
51%	Met District Strategic Target
27%	Met District Strategic Target

3rd Grade Early Childhood Reading Board Outcome Goal (Meet or Higher)					
	2024-25	2025-26	2026-27	2027-28	2028-29
All	53%	55%			
African Am.	24%	26%			
Hispanic	41%	43%			
Eco. Dis.	42%	44%			
EB	43%	45%			
SPED	29%	31%			
Highly Mobile	0%	2%			
High Focus	48%	50%			

2025-26	Target Check
58%	Met Reading Board Outcome Target
30%	Met Reading Board Outcome Target
50%	Met Reading Board Outcome Target
65%	Met Reading Board Outcome Target
50%	Met Reading Board Outcome Target
33%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
51%	Met Reading Board Outcome Target

3rd Grade Early Childhood Math Board Outcome Goal (Meet or Higher)					
	2024-25	2025-26	2026-27	2027-28	2028-29
All	41%	43%			
African Am.	17%	19%			
Hispanic	35%	37%			
Eco. Dis.	27%	29%			
EB	50%	52%			
SPED	21%	23%			
Highly Mobile	50%	52%			
High Focus	34%	36%			

2025-26	Target Check
49%	Met Math Board Outcome Target
23%	Met Math Board Outcome Target
38%	Met Math Board Outcome Target
31%	Met Math Board Outcome Target
56%	Met Math Board Outcome Target
33%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
39%	Met Math Board Outcome Target

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

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

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026	%	%	%	%	%	%	%	%	%
					#	%	#	%	%	#	%	%	#	%
Reading	3	Moore	ES3	All	138	77%	120	87%	53%	80	58%	27%	40	29%
Reading	3	Moore	ES3	Hispanic	40	73%	33	83%	41%	20	50%	16%	7	18%
Reading	3	Moore	ES3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Moore	ES3	Asian	11	100%	11	100%	100%	11	100%	75%	9	82%
Reading	3	Moore	ES3	African Am.	47	63%	37	79%	24%	14	30%	*	1	2%
Reading	3	Moore	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Moore	ES3	White	26	92%	26	100%	87%	24	92%	47%	13	50%
Reading	3	Moore	ES3	Two or More	14	86%	13	93%	71%	11	79%	71%	10	71%
Reading	3	Moore	ES3	Eco. Dis.	93	70%	73	78%	42%	60	65%	17%	17	18%
Reading	3	Moore	ES3	EB	18	86%	16	89%	43%	9	50%	*	4	22%
Reading	3	Moore	ES3	At-Risk	25	64%	20	80%	32%	10	40%	11%	3	12%
Reading	3	Moore	ES3	SPED	27	39%	13	48%	29%	9	33%	*	0	0%
Reading	3	Moore	ES3	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Moore	ES3	High Focus	107	72%	80	75%	48%	55	51%	22%	25	23%
Reading	4	Moore	ES3	All	137	79%	115	84%	54%	80	58%	27%	46	34%
Reading	4	Moore	ES3	Hispanic	47	74%	38	81%	58%	29	62%	25%	13	28%
Reading	4	Moore	ES3	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Reading	4	Moore	ES3	Asian	8	85%	7	88%	62%	5	63%	46%	4	50%
Reading	4	Moore	ES3	African Am.	43	73%	33	77%	35%	16	37%	17%	8	19%
Reading	4	Moore	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Moore	ES3	White	30	91%	28	93%	63%	21	70%	38%	12	40%
Reading	4	Moore	ES3	Two or More	8	100%	8	100%	100%	8	100%	*	8	100%
Reading	4	Moore	ES3	Eco. Dis.	86	69%	63	73%	45%	42	49%	15%	15	17%
Reading	4	Moore	ES3	EB	19	53%	11	58%	37%	8	42%	*	8	42%
Reading	4	Moore	ES3	At-Risk	22	66%	15	68%	33%	8	36%	11%	4	18%
Reading	4	Moore	ES3	SPED	28	48%	15	54%	*	15	54%	*	1	4%
Reading	5	Moore	ES3	All	146	69%	105	72%	54%	85	58%	30%	50	34%
Reading	5	Moore	ES3	Hispanic	45	63%	31	69%	50%	27	60%	20%	15	33%
Reading	5	Moore	ES3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	5	Moore	ES3	Asian	12	88%	11	92%	76%	10	83%	53%	7	58%
Reading	5	Moore	ES3	African Am.	60	51%	36	60%	34%	24	40%	17%	13	22%
Reading	5	Moore	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Moore	ES3	White	23	85%	21	91%	73%	19	83%	45%	12	52%
Reading	5	Moore	ES3	Two or More	6	91%	6	100%	73%	5	83%	45%	3	50%
Reading	5	Moore	ES3	Eco. Dis.	94	61%	65	69%	44%	45	48%	21%	24	26%
Reading	5	Moore	ES3	EB	19	46%	10	53%	27%	6	32%	*	6	32%
Reading	5	Moore	ES3	At-Risk	83	50%	50	60%	31%	28	34%	10%	11	13%
Reading	5	Moore	ES3	SPED	33	22%	9	27%	*	9	27%	*	2	6%
Math	3	Moore	ES3	All	138	64%	108	78%	41%	68	49%	14%	32	23%
Math	3	Moore	ES3	Hispanic	40	61%	30	75%	35%	15	38%	*	3	8%
Math	3	Moore	ES3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Moore	ES3	Asian	11	100%	11	100%	100%	11	100%	*	11	100%
Math	3	Moore	ES3	African Am.	47	37%	29	62%	17%	11	23%	*	4	9%
Math	3	Moore	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Moore	ES3	White	26	87%	25	96%	61%	18	69%	34%	10	38%
Math	3	Moore	ES3	Two or More	14	86%	13	93%	*	13	93%	*	4	29%
Math	3	Moore	ES3	Eco. Dis.	93	52%	60	65%	27%	29	31%	*	4	4%

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026	%	#	%	%	#	%	%	#	%
					#	%	#	%	%	#	%	%	#	%
Math	3	Moore	ES3	EB	18	71%	11	61%	50%	10	56%	*	2	11%
Math	3	Moore	ES3	At-Risk	25	48%	14	56%	30%	9	36%	*	2	8%
Math	3	Moore	ES3	SPED	27	31%	12	44%	21%	9	33%	*	1	4%
Math	3	Moore	ES3	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Moore	ES3	High Focus	107	57%	75	70%	34%	42	39%	9%	12	11%
Math	4	Moore	ES3	All	137	58%	95	69%	31%	62	45%	13%	29	21%
Math	4	Moore	ES3	Hispanic	47	51%	28	60%	26%	18	38%	11%	6	13%
Math	4	Moore	ES3	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Math	4	Moore	ES3	Asian	8	85%	7	88%	54%	6	75%	*	3	38%
Math	4	Moore	ES3	African Am.	43	42%	25	58%	13%	9	21%	*	3	7%
Math	4	Moore	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Moore	ES3	White	30	80%	26	87%	53%	20	67%	20%	8	27%
Math	4	Moore	ES3	Two or More	8	*	8	100%	*	8	100%	*	8	100%
Math	4	Moore	ES3	Eco. Dis.	86	42%	50	58%	16%	17	20%	*	17	20%
Math	4	Moore	ES3	EB	19	37%	8	42%	26%	6	32%	*	6	32%
Math	4	Moore	ES3	At-Risk	22	42%	12	55%	13%	8	36%	*	8	36%
Math	4	Moore	ES3	SPED	28	30%	13	46%	*	13	46%	*	13	46%
Math	5	Moore	ES3	All	146	66%	102	70%	36%	65	45%	16%	36	25%
Math	5	Moore	ES3	Hispanic	45	61%	31	69%	26%	17	38%	*	17	38%
Math	5	Moore	ES3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	Moore	ES3	Asian	12	88%	11	92%	76%	10	83%	41%	6	50%
Math	5	Moore	ES3	African Am.	60	51%	36	60%	23%	20	33%	*	4	7%
Math	5	Moore	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Moore	ES3	White	23	78%	19	83%	44%	15	65%	22%	6	26%
Math	5	Moore	ES3	Two or More	6	73%	5	83%	45%	3	50%	*	3	50%
Math	5	Moore	ES3	Eco. Dis.	94	56%	57	61%	26%	38	40%	*	10	11%
Math	5	Moore	ES3	EB	19	50%	12	63%	23%	6	32%	*	6	32%
Math	5	Moore	ES3	At-Risk	83	47%	46	55%	18%	20	24%	*	4	5%
Math	5	Moore	ES3	SPED	33	20%	10	30%	*	10	30%	*	2	6%
Science	5	Moore	ES3	All	146	65%	110	75%	38%	65	45%	14%	36	25%
Science	5	Moore	ES3	Hispanic	45	59%	34	76%	24%	16	36%	*	16	36%
Science	5	Moore	ES3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	Moore	ES3	Asian	12	94%	12	100%	75%	10	83%	31%	5	42%
Science	5	Moore	ES3	African Am.	60	51%	38	63%	28%	22	37%	*	6	10%
Science	5	Moore	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Moore	ES3	White	23	85%	22	96%	48%	13	57%	27%	7	30%
Science	5	Moore	ES3	Two or More	6	55%	4	67%	55%	4	67%	*	2	33%
Science	5	Moore	ES3	Eco. Dis.	94	54%	64	68%	25%	30	32%	6%	9	10%
Science	5	Moore	ES3	EB	19	44%	10	53%	*	10	53%	*	10	53%
Science	5	Moore	ES3	At-Risk	83	47%	45	54%	17%	20	24%	*	5	6%
Science	5	Moore	ES3	SPED	33	26%	13	39%	*	13	39%	*	2	6%

2025-2026 Elementary Content Area

Standard Expectations

Literacy (Reading and Writing)

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

Mathematics

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

Science

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

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

Elementary Physical Education/Health (K–5)

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

Elementary Music (K–5)

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

Visual Arts (K–5)

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