Cypress-Fairbanks Independent School District

Moore Elementary School

2021-2022 Campus Improvement Plan

Mission Statement

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

Vision

LEAD - Learn. Empower. Achieve. Dream.

Every Student, Every Minute of Every Day!

Value Statement

This is how we R.O.L.L.

Be Respectful

Be On Task

Be Loyal

Be a Leader

Be Moore

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Demographics

Demographics Summary

Moore is a very diverse school community of 993 students. We are currently serving students in the following areas:

American Indian - 3

Asian - 102

African American- 257

Hispanic/Latino - 279

Pacific Islander - 1

Two or more races - 43

White - 308

Demographics Strengths

Moore is a diverse school that serves a community that is very involved in the life of the school. Moore celebrates diversity and is committed to providing an opportunity for all students to succeed.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The African American population continues to be our most under performing group of students and they represent 26% of our population. **Root Cause:** Many of our African American students are also economically disadvantaged. They don't have the support systems at home or the life experiences that other students might have. Therefore, we must create these systems and experiences at school.

Student Achievement

Student Achievement Summary

Student Achievement Strengths

Based on 2020-21 STAAR data, our students performed at the following levels (all grade levels and content areas combined):

Approaches Performance Level: 76%

Meets Performance Level: 47%

Masters Performance Level: 29%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: While our overall reading scores are above the district scores, we still did not meet our targets last year. Students are not performing in the area of comprehension. **Root Cause:** Reading: We need to focus on building a strong phonics foundation.

Problem Statement 2: Writing: We failed to meet our target in writing and performed 4% points lower than we did in 2019. **Root Cause:** Writing: We need to focus on grammar and mechanics in writing while building a strong phonics foundation.

Problem Statement 3: Math: We failed to meet some of our targets in math last year and we performed below our scores in 2019. Students are struggling with numeracy knowledge and computation. **Root Cause:** Math: We need to provide additional opportunities for students to model representation and the use of manipulatives before moving on to the algorithms.

Problem Statement 4: Science: Our students missed the target and performed lower in Science than we ever have before. **Root Cause:** Science: We need to continue student led investigations and hands on science lessons.

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

School Culture and Climate

School Culture and Climate Strengths

Moore is a certified PBIS Level II school. School wide routines, expectations and the PBIS matrices are evident throughout the building. Fortunately, teachers were trained last year in implementing Restorative Circles in their classrooms through Sanford Harmony. This is incredibly important as we focus on the social and emotional needs of our students after being out of school for so long. There continues to be a focus on staff recognition and appreciation. PBIS committees are active in planning for and facilitating staff recognition, student recognition, fund raising and tracking student discipline data. Communication is ongoing through a variety of means which include the weekly staff S'more newsletter, the monthly parent S'more newsletter, Facebook and twitter.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Returning students and students new to our campus are struggling with assimilating to the culture and expectations of the campus. **Root Cause:** School Culture and Climate: We need to work to meet the needs of all students including those who have not been on a campus in over a year and those coming to us from out of the district.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

All of Moore's teachers are highly qualified. The focus on highly engaged teaching learning will continue, along with tracking student data weekly. This will lead to better teaching and higher student success.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff Quality, Recruitment and Retention: Teachers are facing unique challenges with learning gaps. Many teachers are having to teach content that is several grade levels below their assigned grade level. They need professional development and support in knowing how to differentiate to meet the varied needs of their students. **Root Cause:** Staff Quality, Recruitment and Retention: We need to continue working to fill in the learning gaps created by COVID-19.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement. (For example, summarize the campus strengths in regard to parent survey data, records of parent attendance at meetings/trainings/student events and/or other related 2019-20 data available before the onset of COVID-19.)

One of our biggest strengths with parent and community engagement is our WATCH DOG program. Last year we had over 200 WATCH DOGS who were actively involved and present on our campus. Our parent involvement this year is going to be a challenge.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: How do we re-establish the parent-school connections and community? **Root Cause:** Parents haven't been allowed on campus in over a year.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- State and federal planning requirements

Student Data: Assessments

- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

Goals

Revised/Approved: October 25, 2021

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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Reading: Teachers will be intentional about using small group instruction and ongoing data to differentiate for the varied needs of their students in reading. This year, there is a building wide focus on research based phonics instruction.	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	Nov	Feb	May
Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal			

Strategy 2 Details	Formative Reviews		
Strategy 2: Writing: Writing instruction will focus on the use of grammar and mechanics. Teachers will confer with their students during writing and use ongoing data to differentiate for students' needs.	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	Nov	Feb	May
Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal			

Strategy 3 Details	Formative Reviews		
Strategy 3: Math: Teachers will be intentional about utilizing small group instruction in math to increase students' numeracy comprehension and differentiate instruction to meet the varied needs of their students. Teachers will consistently analyze student data to plan for instruction, small groups and interventions.	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	Nov	Feb	May
Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, Principal			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 4: Science: Building science vocabulary and engaging in hands on science activities will be a focus in the science classroom. By tracking student data, teachers will be able to strategically plan for science lessons and address and differentiation or re-teaching that needs to occur. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: structured, differentiated lessons that will be delivered in small groups or individually based on student needs. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, Assistant Principals, Principal			

 No Progress Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: After School Tutoring: Two days a week beginning the week of September 14 and ending on March 10. **Strategy's Expected Result/Impact:** Students who attend after school tutoring will have a 50% average increase in growth from their pre assessment to their post assessment. **Staff Responsible for Monitoring:** Principal **Funding Sources:** Extra duty pay - ESSER III - $29,400	50%	85%	100%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Core content area interventionist **Strategy's Expected Result/Impact:** By the end of the 2021-2022 school year, 90% of the students will meet approaches or higher on grade level benchmark tests as well as STAAR. **Staff Responsible for Monitoring:** Principal **Funding Sources:** Core Content Specialist Salary - ESSER III - $70,000	35%	75%	85%

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

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

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

Evaluation Data Sources: STAAR Data

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Provide STAAR camp to supplement first time instruction to prepare students to meet targets on the STAAR. **Strategy's Expected Result/Impact:** Our most at risk students will make growth on their STAAR results. **Staff Responsible for Monitoring:** Instructional Specialists, Principal **Funding Sources:** Supplies and Extra Duty Pay - Special Allotment: Compensatory Education - $2,490	0%	80%	100%

 No Progress Accomplished Continue/Modify Discontinue

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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Campus Safety: Conduct emergency drills throughout the year using school wide Crisis procedures. **Strategy's Expected Result/Impact:** 100% of safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal			

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Student Attendance: By the end of the 2021-22 school year, student attendance will be at 96%.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Student Attendance: By ensuring that school is an engaging, welcoming and fun place, students will want to come to school. **Strategy's Expected Result/Impact:** Student attendance will remain at or exceed 96%. **Staff Responsible for Monitoring:** Teachers, Assistant Principals, Counselors, At Risk Specialist, Principal			

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: Restorative Discipline: When looking at the ratio between 2020-21 referrals to student population in comparison with the ratio between 2021-22 referrals to student population, the total office referral percentage will decrease by 5%.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Restorative Discipline: Teachers will implement classroom management strategies and best practices in restorative discipline the classroom. **Strategy's Expected Result/Impact:** Discipline referrals will be decreased by 5%. **Staff Responsible for Monitoring:** Teachers, At Risk Specialist, Counselors, Assistant Principals	35%	75%	100%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Out of School Suspensions: By focusing on restorative practices, options other than out of school suspensions will be used when possible. **Strategy's Expected Result/Impact:** Out of school suspensions will be reduced by 5%. **Staff Responsible for Monitoring:** Teachers, At Risk Specialist, Counselors, Assistant Principals	35%	75%	100%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 3: Special Opportunity School (SOS) Placements: By identifying at risk African American students and putting supports in place, Moore will not have any discretionary SOS placements this year. **Strategy's Expected Result/Impact:** Special Opportunity School (SOS) placements of African American students will continue to be 0%.	50%	90%	100%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 4: Violence Prevention: Through restorative discipline practices, PBIS procedures, and Counselor Guidance lessons Moore will not have any violent incidents this year. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Teachers, At Risk Specialist, Counselors, Assistant Principals	10%	50%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified time lines. **Strategy's Expected Result/Impact:** Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness. **Staff Responsible for Monitoring:** CSHAC Team PE Coaches			

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2021-22 school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: High-Quality Professional Development: All teachers will receive training and targeted support in curriculum and Schoology so they can be proficient and successful this school year. **Strategy's Expected Result/Impact:** Teachers will feel more confident and effective in their planning and teaching. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists **TEA Priorities:** Recruit, support, retain teachers and principals			

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: By the end of the 2021-22 school year, parent and family engagement will increase by 20%.

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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Parent and Family Engagement: We will intentionally provide opportunities for parents to participate in the school community through family nights, programs, parenting seminars and volunteer opportunities. **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 20%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionist, Counselors, Teachers	50%	85%	100%

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

State Compensatory

Budget for Moore Elementary School

Total SCE Funds:
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

Personnel for Moore Elementary School

Name	Position	FTE
1 position	Reaching Enrichment/SGRI Teacher	1
1 position	Teacher	1
1 position	Behavior Interventionist	1

Campus Funding Summary

ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Extra duty pay		$29,400.00
1	2	2	Core Content Specialist Salary		$70,000.00
				Sub-Total	$99,400.00

Special Allotment: Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Supplies and Extra Duty Pay		$2,490.00
				Sub-Total	$2,490.00

Addendums

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Approaches CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Math	3	Moore	All	145	107	74%	77%	3%	162	123	76%
Math	3	Moore	Hispanic	38	25	66%	70%	4%	42	34	81%
Math	3	Moore	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Moore	Asian	20	19	95%	98%	3%	18	17	94%
Math	3	Moore	African Am.	31	17	55%	70%	15%	45	24	53%
Math	3	Moore	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Moore	White	48	41	85%	88%	3%	49	41	84%
Math	3	Moore	Two or More	7	5	71%	74%	3%	8	7	88%
Math	3	Moore	Eco. Dis.	61	39	64%	70%	6%	80	52	65%
Math	3	Moore	LEP Current	12	8	67%	70%	3%	7	5	71%
Math	3	Moore	At-Risk	78	50	64%	70%	6%	73	51	70%
Math	3	Moore	SPED	20	6	30%	50%	20%	15	5	33%
Math	4	Moore	All	137	81	59%	70%	11%	164	105	64%
Math	4	Moore	Hispanic	40	23	58%	70%	12%	52	32	62%
Math	4	Moore	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Moore	Asian	18	17	94%	97%	3%	18	15	83%
Math	4	Moore	African Am.	39	12	31%	70%	39%	36	16	44%
Math	4	Moore	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Moore	White	35	26	74%	77%	3%	51	37	73%
Math	4	Moore	Two or More	5	3	60%	70%	10%	7	5	71%
Math	4	Moore	Eco. Dis.	79	36	46%	70%	24%	85	42	49%
Math	4	Moore	LEP Current	17	8	47%	70%	23%	18	13	72%
Math	4	Moore	At-Risk	41	22	54%	70%	16%	88	47	53%
Math	4	Moore	SPED	24	7	29%	50%	21%	27	4	15%
Math	5	Moore	All	148	125	84%	87%	3%	164	116	71%
Math	5	Moore	Hispanic	41	36	88%	91%	3%	52	39	75%
Math	5	Moore	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Moore	Asian	24	23	96%	99%	3%	13	13	100%
Math	5	Moore	African Am.	34	23	68%	70%	2%	50	25	50%
Math	5	Moore	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Moore	White	40	36	90%	93%	3%	44	36	82%
Math	5	Moore	Two or More	9	7	78%	81%	3%	5	3	60%
Math	5	Moore	Eco. Dis.	75	56	75%	78%	3%	100	62	62%
Math	5	Moore	LEP Current	10	8	80%	83%	3%	17	12	71%
Math	5	Moore	At-Risk	60	50	83%	86%	3%	96	61	64%
Math	5	Moore	SPED	23	16	70%	73%	3%	31	11	35%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Approaches CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	3	Moore	All	145	112	77%	80%	3%	162	127	78%
Reading	3	Moore	Hispanic	38	29	76%	79%	3%	42	32	76%
Reading	3	Moore	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Moore	Asian	20	19	95%	98%	3%	18	18	100%
Reading	3	Moore	African Am.	31	19	61%	70%	9%	45	29	64%
Reading	3	Moore	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Moore	White	48	39	81%	84%	3%	49	41	84%
Reading	3	Moore	Two or More	7	6	86%	89%	3%	8	7	88%
Reading	3	Moore	Eco. Dis.	61	40	66%	70%	4%	80	54	68%
Reading	3	Moore	LEP Current	12	8	67%	70%	3%	7	5	71%
Reading	3	Moore	At-Risk	78	52	67%	70%	3%	73	51	70%
Reading	3	Moore	SPED	20	9	45%	60%	15%	15	6	40%
Reading	4	Moore	All	137	96	70%	73%	3%	164	130	79%
Reading	4	Moore	Hispanic	39	26	67%	70%	3%	52	42	81%
Reading	4	Moore	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Moore	Asian	18	16	89%	92%	3%	18	16	89%
Reading	4	Moore	African Am.	39	22	56%	70%	14%	36	22	61%
Reading	4	Moore	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Moore	White	36	29	81%	84%	3%	51	44	86%
Reading	4	Moore	Two or More	5	3	60%	70%	10%	7	6	86%
Reading	4	Moore	Eco. Dis.	78	48	62%	70%	8%	85	59	69%
Reading	4	Moore	LEP Current	17	11	65%	70%	5%	18	13	72%
Reading	4	Moore	At-Risk	40	26	65%	70%	5%	88	61	69%
Reading	4	Moore	SPED	25	8	32%	50%	18%	27	10	37%
Reading	5	Moore	All	149	125	84%	87%	3%	164	127	77%
Reading	5	Moore	Hispanic	41	34	83%	86%	3%	52	42	81%
Reading	5	Moore	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Moore	Asian	24	24	100%	100%	0%	13	13	100%
Reading	5	Moore	African Am.	34	22	65%	70%	5%	50	30	60%
Reading	5	Moore	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Moore	White	41	37	90%	93%	3%	44	39	89%
Reading	5	Moore	Two or More	9	8	89%	92%	3%	5	3	60%
Reading	5	Moore	Eco. Dis.	75	57	76%	79%	3%	100	71	71%
Reading	5	Moore	LEP Current	10	8	80%	83%	3%	17	14	82%
Reading	5	Moore	At-Risk	60	44	73%	76%	3%	96	66	69%
Reading	5	Moore	SPED	24	13	54%	60%	6%	31	13	42%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Approaches CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Science	5	Moore	All	149	101	68%	71%	3%	164	110	67%
Science	5	Moore	Hispanic	41	28	68%	71%	3%	52	38	73%
Science	5	Moore	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Moore	Asian	24	22	92%	95%	3%	13	13	100%
Science	5	Moore	African Am.	34	10	29%	70%	41%	50	18	36%
Science	5	Moore	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Moore	White	41	34	83%	86%	3%	44	39	89%
Science	5	Moore	Two or More	9	7	78%	81%	3%	5	2	40%
Science	5	Moore	Eco. Dis.	75	38	51%	70%	19%	100	57	57%
Science	5	Moore	LEP Current	11	5	45%	70%	25%	17	12	71%
Science	5	Moore	At-Risk	61	38	62%	70%	8%	96	55	57%
Science	5	Moore	SPED	23	8	35%	50%	15%	31	10	32%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Meets CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Math	4	Moore	All	137	50	36%	37%	1%	164	62	38%
Math	4	Moore	Hispanic	40	15	38%	39%	1%	52	17	33%
Math	4	Moore	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Moore	Asian	18	10	56%	57%	1%	18	12	67%
Math	4	Moore	African Am.	39	6	15%	16%	1%	36	5	14%
Math	4	Moore	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Moore	White	35	17	49%	50%	1%	51	25	49%
Math	4	Moore	Two or More	5	2	40%	41%	1%	7	3	43%
Math	4	Moore	Eco. Dis.	79	21	27%	28%	1%	85	19	22%
Math	4	Moore	LEP Current	17	5	29%	30%	1%	18	9	50%
Math	4	Moore	At-Risk	41	12	29%	30%	1%	88	24	27%
Math	4	Moore	SPED	24	3	13%	14%	1%	27	0	0%
Math	5	Moore	All	148	84	57%	58%	1%	164	73	45%
Math	5	Moore	Hispanic	41	22	54%	55%	1%	52	25	48%
Math	5	Moore	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Moore	Asian	24	20	83%	84%	1%	13	11	85%
Math	5	Moore	African Am.	34	9	26%	27%	1%	50	10	20%
Math	5	Moore	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Moore	White	40	28	70%	71%	1%	44	25	57%
Math	5	Moore	Two or More	9	5	56%	57%	1%	5	2	40%
Math	5	Moore	Eco. Dis.	75	30	40%	41%	1%	100	34	34%
Math	5	Moore	LEP Current	10	4	40%	41%	1%	17	8	47%
Math	5	Moore	At-Risk	60	29	48%	49%	1%	96	30	31%
Math	5	Moore	SPED	23	9	39%	40%	1%	31	4	13%
Reading	4	Moore	All	137	53	39%	40%	1%	164	102	62%
Reading	4	Moore	Hispanic	39	12	31%	32%	1%	52	32	62%
Reading	4	Moore	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Moore	Asian	18	11	61%	62%	1%	18	14	78%
Reading	4	Moore	African Am.	39	9	23%	24%	1%	36	16	44%
Reading	4	Moore	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Moore	White	36	19	53%	54%	1%	51	36	71%
Reading	4	Moore	Two or More	5	2	40%	41%	1%	7	4	57%
Reading	4	Moore	Eco. Dis.	78	22	28%	29%	1%	85	40	47%
Reading	4	Moore	LEP Current	17	3	18%	19%	1%	18	10	56%
Reading	4	Moore	At-Risk	40	13	33%	34%	1%	88	43	49%
Reading	4	Moore	SPED	25	1	4%	5%	1%	27	5	19%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Meets CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	5	Moore	All	149	89	60%	61%	1%	164	93	57%
Reading	5	Moore	Hispanic	41	25	61%	62%	1%	52	28	54%
Reading	5	Moore	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Moore	Asian	24	19	79%	80%	1%	13	10	77%
Reading	5	Moore	African Am.	34	16	47%	48%	1%	50	19	38%
Reading	5	Moore	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Moore	White	41	25	61%	62%	1%	44	34	77%
Reading	5	Moore	Two or More	9	4	44%	45%	1%	5	2	40%
Reading	5	Moore	Eco. Dis.	75	36	48%	49%	1%	100	46	46%
Reading	5	Moore	LEP Current	10	3	30%	31%	1%	17	8	47%
Reading	5	Moore	At-Risk	60	26	43%	44%	1%	96	40	42%
Reading	5	Moore	SPED	24	6	25%	26%	1%	31	8	26%
Science	5	Moore	All	149	65	44%	45%	1%	164	70	43%
Science	5	Moore	Hispanic	41	17	41%	42%	1%	52	20	38%
Science	5	Moore	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Moore	Asian	24	16	67%	68%	1%	13	9	69%
Science	5	Moore	African Am.	34	4	12%	13%	1%	50	9	18%
Science	5	Moore	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Moore	White	41	24	59%	60%	1%	44	30	68%
Science	5	Moore	Two or More	9	4	44%	45%	1%	5	2	40%
Science	5	Moore	Eco. Dis.	75	20	27%	28%	1%	100	29	29%
Science	5	Moore	LEP Current	11	2	18%	19%	1%	17	6	35%
Science	5	Moore	At-Risk	61	20	33%	34%	1%	96	29	30%
Science	5	Moore	SPED	23	4	17%	18%	1%	31	6	19%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Math	3	Moore	All	145	26	18%	19%	1%	162	36	22%
Math	3	Moore	Hispanic	38	5	13%	14%	1%	42	5	12%
Math	3	Moore	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Moore	Asian	20	9	45%	46%	1%	18	10	56%
Math	3	Moore	African Am.	31	0	0%	1%	1%	45	6	13%
Math	3	Moore	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Moore	White	48	12	25%	26%	1%	49	13	27%
Math	3	Moore	Two or More	7	0	0%	1%	1%	8	2	25%
Math	3	Moore	Eco. Dis.	61	1	2%	3%	1%	80	8	10%
Math	3	Moore	LEP Current	12	2	17%	18%	1%	7	1	14%
Math	3	Moore	At-Risk	78	8	10%	11%	1%	73	11	15%
Math	3	Moore	SPED	20	0	0%	1%	1%	15	2	13%
Math	4	Moore	All	137	38	28%	29%	1%	164	30	18%
Math	4	Moore	Hispanic	40	10	25%	26%	1%	52	5	10%
Math	4	Moore	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Moore	Asian	18	7	39%	40%	1%	18	7	39%
Math	4	Moore	African Am.	39	4	10%	11%	1%	36	2	6%
Math	4	Moore	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Moore	White	35	15	43%	44%	1%	51	15	29%
Math	4	Moore	Two or More	5	2	40%	41%	1%	7	1	14%
Math	4	Moore	Eco. Dis.	79	15	19%	20%	1%	85	5	6%
Math	4	Moore	LEP Current	17	3	18%	19%	1%	18	4	22%
Math	4	Moore	At-Risk	41	7	17%	18%	1%	88	12	14%
Math	4	Moore	SPED	24	3	13%	14%	1%	27	0	0%
Math	5	Moore	All	148	59	40%	41%	1%	164	39	24%
Math	5	Moore	Hispanic	41	16	39%	40%	1%	52	13	25%
Math	5	Moore	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Moore	Asian	24	19	79%	80%	1%	13	9	69%
Math	5	Moore	African Am.	34	4	12%	13%	1%	50	4	8%
Math	5	Moore	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Moore	White	40	17	43%	44%	1%	44	13	30%
Math	5	Moore	Two or More	9	3	33%	34%	1%	5	0	0%
Math	5	Moore	Eco. Dis.	75	19	25%	26%	1%	100	15	15%
Math	5	Moore	LEP Current	10	4	40%	41%	1%	17	3	18%
Math	5	Moore	At-Risk	60	19	32%	33%	1%	96	12	13%
Math	5	Moore	SPED	23	4	17%	18%	1%	31	2	6%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	3	Moore	All	145	36	25%	26%	1%	162	52	32%
Reading	3	Moore	Hispanic	38	7	18%	19%	1%	42	15	36%
Reading	3	Moore	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Moore	Asian	20	9	45%	46%	1%	18	12	67%
Reading	3	Moore	African Am.	31	3	10%	11%	1%	45	7	16%
Reading	3	Moore	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Moore	White	48	15	31%	32%	1%	49	16	33%
Reading	3	Moore	Two or More	7	2	29%	30%	1%	8	2	25%
Reading	3	Moore	Eco. Dis.	61	6	10%	11%	1%	80	15	19%
Reading	3	Moore	LEP Current	12	1	8%	9%	1%	7	2	29%
Reading	3	Moore	At-Risk	78	9	12%	13%	1%	73	13	18%
Reading	3	Moore	SPED	20	0	0%	1%	1%	15	2	13%
Reading	4	Moore	All	137	31	23%	24%	1%	164	52	32%
Reading	4	Moore	Hispanic	39	6	15%	16%	1%	52	11	21%
Reading	4	Moore	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Moore	Asian	18	7	39%	40%	1%	18	8	44%
Reading	4	Moore	African Am.	39	5	13%	14%	1%	36	8	22%
Reading	4	Moore	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Moore	White	36	12	33%	34%	1%	51	23	45%
Reading	4	Moore	Two or More	5	1	20%	21%	1%	7	2	29%
Reading	4	Moore	Eco. Dis.	78	14	18%	19%	1%	85	14	16%
Reading	4	Moore	LEP Current	17	1	6%	7%	1%	18	2	11%
Reading	4	Moore	At-Risk	40	6	15%	16%	1%	88	14	16%
Reading	4	Moore	SPED	25	1	4%	5%	1%	27	0	0%
Reading	5	Moore	All	149	70	47%	48%	1%	164	61	37%
Reading	5	Moore	Hispanic	41	19	46%	47%	1%	52	19	37%
Reading	5	Moore	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Moore	Asian	24	14	58%	59%	1%	13	6	46%
Reading	5	Moore	African Am.	34	8	24%	25%	1%	50	10	20%
Reading	5	Moore	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Moore	White	41	25	61%	62%	1%	44	24	55%
Reading	5	Moore	Two or More	9	4	44%	45%	1%	5	2	40%
Reading	5	Moore	Eco. Dis.	75	25	33%	34%	1%	100	28	28%
Reading	5	Moore	LEP Current	10	3	30%	31%	1%	17	3	18%
Reading	5	Moore	At-Risk	60	20	33%	34%	1%	96	22	23%
Reading	5	Moore	SPED	24	6	25%	26%	1%	31	5	16%

Cypress-Fairbanks Independent School District

Department of District Improvement and Accountability

2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Science	5	Moore	All	149	34	23%	24%	1%	164	37	23%
Science	5	Moore	Hispanic	41	7	17%	18%	1%	52	10	19%
Science	5	Moore	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Moore	Asian	24	12	50%	51%	1%	13	5	38%
Science	5	Moore	African Am.	34	1	3%	4%	1%	50	4	8%
Science	5	Moore	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Moore	White	41	13	32%	33%	1%	44	18	41%
Science	5	Moore	Two or More	9	1	11%	12%	1%	5	0	0%
Science	5	Moore	Eco. Dis.	75	9	12%	13%	1%	100	13	13%
Science	5	Moore	LEP Current	11	1	9%	10%	1%	17	3	18%
Science	5	Moore	At-Risk	61	10	16%	17%	1%	96	12	13%
Science	5	Moore	SPED	23	0	0%	1%	1%	31	1	3%

Moore

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 56% to 66% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
56%	58%	60%	63%	66%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		42%	58%						33%			63%	37%
2022	NA	44%	60%	NA	NA	NA	NA	NA	35%	NA	NA	65%	39%
2023	NA	46%	62%	NA	NA	NA	NA	NA	37%	NA	NA	67%	41%
2024	NA	49%	65%	NA	NA	NA	NA	NA	40%	NA	NA	70%	44%
2025	NA	52%	68%	NA	NA	NA	NA	NA	43%	NA	NA	73%	47%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 64% to 74% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
64%	66%	68%	71%	74%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		58%	60%						49%			70%	47%
2022	NA	60%	62%	NA	NA	NA	NA	NA	51%	NA	NA	72%	49%
2023	NA	62%	64%	NA	NA	NA	NA	NA	53%	NA	NA	74%	51%
2024	NA	65%	67%	NA	NA	NA	NA	NA	56%	NA	NA	77%	54%
2025	NA	68%	70%	NA	NA	NA	NA	NA	59%	NA	NA	80%	57%

CYPRESS-FAIRBANKS ISD
Standard Expectations

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

Curriculum and Instruction

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

Monitoring

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

Assessment and Data Analysis

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

Updated July 2020 / HB

Elementary Content Area
Standard Expectations

Literacy (Reading and Writing)

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

Mathematics

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

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

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

Elementary Physical Education/Health (K-5)

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

Elementary Music (K- 5)

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

Visual Arts (K–5)

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