Cypress-Fairbanks Independent School District

Moore Elementary School

2022-2023

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!

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: **EXPLAIN THE PROCESS OF YOUR COMPREHENSIVE NEEDS ASSESSMENT. YOU MUST REFERENCE WHAT YOU DID IN MAY 2022 AND THEN WHAT YOU DID ONCE THE 2022-23 SCHOOL YEAR BEGAN.**

The comprehensive needs assessment was reviewed and/or revised on the following dates: **YOU MUST INCLUDE YOUR MAY CPOC DATE AND THE DATE YOU WORKED ON THE COMPREHENSIVE NEEDS ASSESSMENT AT THE BEGINNING OF THE 2022-23 SCHOOL YEAR.**

In summary, the comprehensive needs assessment denotes the following: **WRITE A BRIEF SUMMARY OF THE MAJOR FINDINGS OF YOUR NEEDS ASSESSMENT.**

The comprehensive needs assessment was used to develop the goals, performance objectives, and strategies in the remainder of this campus improvement plan.

Title I, Part A Schoolwide Program Element 2: Schoolwide Program Plan/Campus Improvement Plan: The campus improvement plan was developed with involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. In Cypress-Fairbanks ISD, the committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC). The list of committee members and their roles are included at the back of the Campus Improvement Plan.

The Campus Performance Objective Council (CPOC) met on **TYPE IN MAY 2022 CPOC MEETING DATE** and **TYPE IN THE 2022-23 BEGINNING OF YEAR MEETING DATE HERE** to develop the CNA and the strategies. Those meetings were held in the **TYPE IN THE LOCATION OF THE MEETINGS** starting at **TYPE IN THE TIME THE MEETINGS BEGAN**. Documentation of the process includes meeting minutes, PowerPoint and/or supporting documents, and sign in sheets. The list of stakeholders involved (including their roles) is included at the back of the Campus Improvement Plan.

During the meetings we: **IN A PARAGRAPH FORM, DENOTE WHAT OCCURRED DURING THE MEETINGS. MAKE SURE TO REFERENCE REVIEW OF DATA AND CONDUCTING THE NEEDS ASSESSMENT. ALSO INCLUDE HOW STRATEGIES WERE DETERMINED.**

Based on feedback from the committee, the campus has the following priorities for the current school year: **LIST TWO OR THREE PRIORITIES BASED ON THE NEEDS ASSESSMENT FOR THIS SCHOOL YEAR. THESE PRIORITIES SHOULD HAVE SPECIFIC STRATEGIES LISTED UNDER GOAL 1, PERFORMANCE OBJECTIVE 1.**

The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all

students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

The campus improvement plan is available to the local education agency, parents, and the public, and information contained in the plan is in an understandable and uniform format and, to the extent practicable provided in a language parents can understand. It is written in English and translated into Spanish and other languages based on the following Language Access Plan for Title I Campuses:

In accordance with Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act, this procedure establishes guidelines for providing language accessible services to individuals that are limited English proficient.

All Title I Campuses shall have all written and oral communication services readily available in English and Spanish.

When 25% of a Cypress-Fairbanks ISD Title I campuses home language data shows that the common form of communication is a language other than English or Spanish, the campus will provide the following documents translated to the common language:

- *Registration and Enrollment Forms*
- *Progress Reports*
- *Report Cards*
- *Campus Improvement Plans*
- *School-Parent Compact*
- *Parent Engagement Policy*

Individual campuses may provide other documents translated in a language accessible to their community based upon campus needs. All documents will be translated upon request. Verbal translation in Spanish is available at all Cypress-Fairbanks ISD campuses. The entire Cypress-Fairbanks ISD website, including attachments and links, is translated into Spanish. Other translations may be provided upon request.

The Campus Improvement Plan is made available to parents on the campus website, the district website, and the front office

Title I, Part A Schoolwide Program Element 3: Annual Evaluation of the Schoolwide Program Plan

The third required element of a Title I Schoolwide Program is annually evaluating the schoolwide plan, using data from the State's assessment, or other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest achieving students.

The annual evaluation will occur during CPOC meetings in May using currently available data. Then the evaluation will be reviewed in August in light of STAAR data becoming available in the summer and any needed adjustments will be made at that time.

Demographics

Demographics Summary

Moore is a very diverse school community of 1,028 students. We are currently serving students in the following areas:

- American Indian - 1
- Asian - 104
- African American- 268
- Hispanic/Latino - 302
- Pacific Islander - 1
- Two or more races - 42
- White - 310

Of these 1,028 students, 123 are ESL learners, 51 receive services under Section 504, 155 received Special Education services and 97 are identified as Gifted and Talented.

Moore has 584 students that are classified and economically disadvantaged. This puts Moore at a 57% ED status, thus identifying us as a new Title 1 campus.

Moore has 14 students that are identified as homeless.

Our average attendance rate for the first five grading periods is at 92%.

Demographics Strengths

Moore is a diverse school that serves a community that is very involved in the life of the school. Recognizing and celebrating the diversity of our school population is something that is embedded in Moore's culture. Beginning in the 2022-2023 school year, our campus will receive Title 1 funds to help support all of our students with a specific focus on economically disadvantaged.

Problem Statements Identifying Demographics Needs

Problem Statement 1: African American and Economically Disadvantaged students continue to be our lowest performing student groups.   **Root Cause:** We need to provide support systems or life experiences (that many students have at home) to our African American and economically disadvantaged students. In many cases, these are the same students.

Student Learning

Student Learning Summary

A wide variety of data was reviewed for the needs assessment process. Here are some of the findings that resulted from that CNA meeting.

Math: The following data is based on the math benchmark:

3rd grade math 69.2% of our students met a passing standard.

4th grade math 55.9% met a passing standard

5th grade math 67.5% met a passing standard

Our students are lacking basic numeracy fundamentals.

Reading: The following data is based on the reading benchmark:

3rd grade reading 68.9% of our students met a passing standard.

4th grade reading 65% met a passing standard.

5th grade reading 70.2% met a passing standard.

Our students are lacking knowledge in phonics and phonemic awareness which leads to comprehension problems and challenges in writing.

Science:

68.6% of 5th grade students met a passing standard.

Science: Our students need to develop vocabulary skills as it pertains to science and have more opportunities to participate in hands on learning.

Student Learning Strengths

Math:

This year our math teachers were more committed to implementing the math workshop model, which allowed teachers to have more time in small groups with students. Our students who are meeting the Masters level in math are doing so in the mid 90 percentile.

Reading:

More of our teachers are implementing phonics instruction based on the Science of Teaching Reading. There is more use of sound walls and direct phonics instruction. All grade levels have experienced growth in independent reading levels. 3rd, 4th and 5th grade all experienced more students moving to Masters.

Science:

The use of technology, robots and coding has greatly increased in the science classrooms. Teachers are also using more science material in reading, increasing the opportunities for cross curricular activities. The students who met the Masters category did so on average of 94%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Reading: We failed to meet our target in reading this year. Students are not performing in the area of comprehension. **Root Cause:** Reading: We need to provide students with the foundational understanding of phonics and phonemic awareness.

Problem Statement 2: Math: We failed to meet our target in math. Students are struggling with numeracy knowledge and computation. **Root Cause:** Math: We need to provide additional opportunities for students to increase their numeracy knowledge through model representation and the use of manipulatives before moving on to algorithms.

Problem Statement 3: Science: Our students did not meet the target for science **Root Cause:** Science: We need to increase our time spent teaching science vocabulary to help students understand the science content.

Problem Statement 4: Students have significant learning gaps caused by COVID-19. **Root Cause:** We need to provide our usual level of service to all students such as in-person direct instruction and interventions.

School Processes & Programs

School Processes & Programs Summary

Moore Elementary has a strong culture that is based on our PBIS matrix and vision statement. Common language and expectations help unite the campus so that all students and staff can contribute to a safe and welcoming school community.

School Processes & Programs 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 Processes & Programs Needs

Problem Statement 1: Discipline has been a challenge this school year. There have been more instances of physical and verbal aggression with students. **Root Cause:** We need to teach students how to regulate their emotions.

Perceptions

Perceptions Summary

Moore values the employees' perception of the campus and we review the feedback with CPOC committee and staff. This feedback helps drive decisions that are made with regards to our culture, climate and beliefs.   There has been a targeted emphasis on parent involvement this year. Parents have participated in meetings, volunteered in classrooms and helped with schoolwide events.

Perceptions Strengths

Moore values the employees' perception of the campus, and we review the feedback with CPOC committee and staff. According to the 2022 Employee Perception Survey, campus strengths include:

- There are opportunities for me to think for myself - 99%
- There are opportunities for me to provide input - 87%
- There are opportunities for me to participate in professional development - 93%

The following are strengths of the campus with regard to parent and community and engagement:

This was the first year since the onset of Covid that we have been able to welcome parents and visitors back into our building. One of our biggest strengths continues to be the involvement we have with our WATCH Dog program. While our PTO continues to struggle with membership, we have been very successful in recruiting volunteers for our classrooms and specific events. Cypress Bible Church partnered with us this year and has been very supportive by donating items for our food pantry, snacks for students, mentors and tokens of appreciation for our staff.

We held several family events this year that were very well attended.

- Meet the Teacher
- Family Movie Night
- Thanksgiving Feasts
- Family Book Fair Night
- Outdoor Family Game Night
- Field Day

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We still are missing opportunities to involve parents in the learning of their students.   **Root Cause:** We need to build trust in all parents enabling them to feel comfortable enough to come to school events.

Goals

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

Performance Objective 1: Curriculum and Instruction & Accountability: By June 2023, 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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: RLA: 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.
    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
	Formative		

	Nov	Feb	May
	25%	80%	100%
Strategy 2 Details	**Formative Reviews**		

Strategy 2: 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.
    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
	Formative		

	Nov	Feb	May
	25%	80%	100%
Strategy 3 Details	**Formative Reviews**		

Strategy 3: 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
	Formative		

	Nov	Feb	May
	25%	80%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.	Formative		
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness	Nov	Feb	May
Staff Responsible for Monitoring: Principal	25%	80%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: structured, differentiated lessons that will be delivered in small groups or individually based on student needs.	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	25%	80%	100%

Strategy 6 Details	Formative Reviews		
Strategy 6: Well-Rounded Education : Students will be provided the opportunity to participate in enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education.	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.	Nov	Feb	May
Staff Responsible for Monitoring: Principal	20%	80%	100%

Strategy 7 Details	Formative Reviews		
Strategy 7: At-risk students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Moore will implement the following measures to meet or exceed the targets on the attached CIP target table. 1. Substitutes for the following: Extended planning and data digs to assess student needs, share best practices in order to increase academic achievement. Opportunities for teachers to observe other teachers/other schools Substitutes for Title I Para Professional. 2. Staff members will provide after school tutoring. 3. Consumable supplies such as paper, charts, folders, journals, markers, sticky notes, note cards, printer ink, and other office materials for staff and students to utilize for note-taking, summarizing, etc. to increase student learning and academic performance (Title 1 and General Funds) 4. Additional content supplies for ELAR and math/science materials which include baskets, manipulatives, and non-consumable supplies to increase student academic performance and enable all students to participate in hands-on learning. (Title 1 and General Fund) 5. Additional books for to be used for take home readers and for increasing classroom libraries in the primary grades 6. Interventionists, and a paraprofessional will be hired to work with small groups and help support students in the classroom (Title 1) 7. Temporary worker will be hired to support small groups. (Title 1) 8. A Testing Coordinator will be hired to coordinate testing and support teachers with data. (Title 1) **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists	25%	80%	100%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: tutoring	**Formative**		
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.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	25%	80%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Core content area interventionist (reading)	**Formative**		
Strategy's Expected Result/Impact: By the end of the 2022-2023 school year, 90% of the students that are seen by the reading interventionist will meet approaches or higher on grade level benchmark tests as well as STAAR.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	30%	80%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Math Tutoring/Interventions: Temporary Worker (math)	**Formative**		
Strategy's Expected Result/Impact: By the end of the 2022-2023 School Year, students who are seen by the math tutor will have an average of 50% growth in their from the pre-assessment to post-assessment math scores.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Instructional Specialist, Testing Coordinator	10%	80%	100%

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

Evaluation Data Sources: STAAR Data

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education (SCE): Provide supplementary support to students identified as at-risk.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	25%	80%	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 1: Student Safety: By the end of the 2022-23 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.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 100% of safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal	25%	80%	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 2: Student Attendance: By the end of the 2022-23 school year, student attendance will be at 5% or higher.

    Evaluation Data Sources: Student attendance records

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Student Attendance: By ensuring that school is an engaging, welcoming and fun place, students will want to come to school.	**Formative**		
Strategy's Expected Result/Impact: Student attendance will remain at or exceed 96%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Teachers, Assistant Principals, Counselors, At Risk Specialist, Principal	25%	80%	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 3: Restorative Discipline: When looking at the ratio between 2022-2023 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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		

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
	Formative		

	Nov	Feb	May
	25%	80%	100%

Strategy 2 Details	Formative Reviews		

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
	Formative		

	Nov	Feb	May
	25%	80%	100%

Strategy 3 Details	Formative Reviews		
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%.	Formative		
	Nov	Feb	May
	25%	80%	5%

Strategy 4 Details	Formative Reviews		

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
	Formative		

	Nov	Feb	May
	25%	80%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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18 of 23

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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 2022-23 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 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
	Formative		

	Nov	**Feb**	**May**
	25%	80%	100%
0% No Progress 100% 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 2022-23 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		
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.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Parent and family engagement will increase by 20%. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Behavior Interventionist, Counselors, Teachers	25%	80%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Parent and Family Engagement: We will provide resources and activities for parents to to use at home, thus increasing parent involvement in the learning of their child.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students will make growth in reading **Staff Responsible for Monitoring:** Teachers, Instructional Specialists	N/A	60%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

2022-2023 CPOC

Committee Role	Name	Position
Principal	Patricia Myers	Principal
Classroom Teacher	Angie Garcia	Teacher #1
Classroom Teacher	Annette Hall	Teacher #2
Classroom Teacher	Nique Schmidt	Teacher #3
Classroom Teacher	Abby Navarro	Teacher #4
Classroom Teacher	Jordan Adkins	Teacher #5
Classroom Teacher	Natasha Smith	Teacher #6
Classroom Teacher	Stacy Ellis	Teacher #7
Classroom Teacher	Farrah Anderson	Teacher #8
Non-classroom Professional	Lauren Ibe	Other School Leader #1
Non-classroom Professional	Erika McCreary	Other School Leader #2
Non-classroom Professional	Daidra Saunders	Other School Leader #3
Non-classroom Professional	Marica Nicholas	Other School Leader #4
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Karen Smith	Administrator (LEA) #2
Parent	Anda Scheianu	Parent #1
Parent	Kelly Lewis	parent #2
Community Representative	Jeanne Keyes	Community Resident #1
Community Representative	Ina Graham	Community Resident #2
Business Representative	Carrie Peyton	Business Representative #1
Business Representative	add name	Business Representative #2
Paraprofessional	Linda Keen	Paraprofessional #1
Paraprofessional	Dana Smith	Paraprofessional #2
Interventionist	Morgan Holcomb	Other
Large Group Teacher	Abby Bilocura	Other
Behavior Interventionist	Stephen Bakondy	Other
Instructional Specialist	Katie Willard	Other

Committee Role	Name	Position
Instructional Specialist	Tonya McQueen	Other
Primary Coach	Elizabeth Mulkins	Other
Librarian	Kim Katz	Other
Testing Coordinator	Sammi Saunders	Other
Campus Secretary	Kim Panter	Other
Parent	Mica Bull	Parent
Parent	Dalila Delgado	Parent
Parent	Susan Sensat	Parent
Parent	Aimee Watson	Parent
Parent	Angela Wakefield	Parent
Parent	Stacie Blake	Parent
Parent	Hilda Campus	Parent

Addendums

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

Content	Gr.	Campus	Student Group	Tested 2022 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Math	3	Moore	All	162	123	76%	85%	74%	79	49%	50%	43%	36	22%	23%	20%
Math	3	Moore	Hispanic	42	34	81%	82%	71%	21	50%	51%	36%	5	12%	13%	*
Math	3	Moore	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Moore	Asian	18	17	94%	95%	94%	15	83%	84%	82%	10	56%	57%	41%
Math	3	Moore	African Am.	45	24	53%	70%	49%	11	24%	25%	20%	6	13%	14%	*
Math	3	Moore	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Moore	White	49	41	84%	90%	91%	27	55%	56%	55%	13	27%	28%	30%
Math	3	Moore	Two or More	8	7	88%	90%	70%	5	63%	64%	50%	2	25%	26%	*
Math	3	Moore	Eco. Dis.	80	52	65%	70%	69%	26	33%	34%	32%	8	10%	11%	9%
Math	3	Moore	Emergent Bilingual	7	5	71%	75%	60%	1	14%	15%	40%	1	14%	15%	*
Math	3	Moore	At-Risk	73	51	70%	75%	64%	24	33%	34%	32%	11	15%	16%	10%
Math	3	Moore	SPED	15	5	33%	38%	22%	3	20%	21%	*	2	13%	14%	*
Math	4	Moore	All	164	105	64%	80%	64%	62	38%	39%	40%	30	18%	19%	19%
Math	4	Moore	Hispanic	52	32	62%	70%	58%	17	33%	34%	36%	5	10%	11%	13%
Math	4	Moore	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Moore	Asian	18	15	83%	85%	100%	12	67%	68%	83%	7	39%	40%	50%
Math	4	Moore	African Am.	36	16	44%	70%	49%	5	14%	15%	25%	2	6%	7%	14%
Math	4	Moore	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Moore	White	51	37	73%	80%	75%	25	49%	50%	45%	15	29%	30%	20%
Math	4	Moore	Two or More	7	5	71%	75%	71%	3	43%	44%	*	1	14%	15%	*
Math	4	Moore	Eco. Dis.	85	42	49%	60%	54%	19	22%	23%	24%	5	6%	7%	10%
Math	4	Moore	Emergent Bilingual	18	13	72%	75%	*	9	50%	51%	*	4	22%	23%	*
Math	4	Moore	At-Risk	88	47	53%	60%	44%	24	27%	28%	16%	12	14%	15%	*
Math	4	Moore	SPED	27	4	15%	18%	38%	0	0%	5%	24%	0	0%	1%	*
Math	5	Moore	All	164	116	71%	80%	78%	73	45%	46%	40%	39	24%	25%	16%
Math	5	Moore	Hispanic	52	39	75%	80%	81%	25	48%	50%	31%	13	25%	26%	*
Math	5	Moore	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Moore	Asian	13	13	100%	100%	80%	11	85%	86%	70%	9	69%	70%	*
Math	5	Moore	African Am.	50	25	50%	70%	63%	10	20%	21%	29%	4	8%	9%	*
Math	5	Moore	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Moore	White	44	36	82%	85%	83%	25	57%	58%	54%	13	30%	31%	29%
Math	5	Moore	Two or More	5	3	60%	65%	80%	2	40%	41%	*	0	0%	5%	*
Math	5	Moore	Eco. Dis.	100	62	62%	65%	73%	34	34%	35%	30%	15	15%	16%	9%
Math	5	Moore	Emergent Bilingual	17	12	71%	75%	75%	8	47%	48%	40%	3	18%	19%	*
Math	5	Moore	At-Risk	96	61	64%	65%	67%	30	31%	32%	24%	12	13%	14%	7%
Math	5	Moore	SPED	31	11	35%	38%	43%	4	13%	14%	*	2	6%	7%	*
Reading	3	Moore	All	162	127	78%	85%	80%	88	54%	55%	55%	52	32%	33%	22%
Reading	3	Moore	Hispanic	42	32	76%	80%	75%	24	57%	58%	59%	15	36%	37%	16%
Reading	3	Moore	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Moore	Asian	18	18	100%	100%	94%	15	83%	84%	76%	12	67%	68%	47%
Reading	3	Moore	African Am.	45	29	64%	70%	60%	15	33%	35%	31%	7	16%	17%	*
Reading	3	Moore	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.																
Content	Gr.	Campus	Student Group	Tested 2022	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				#	#	%			#	%			#	%		
Reading	3	Moore	White	49	41	84%	88%	93%	28	57%	58%	61%	16	33%	34%	25%
Reading	3	Moore	Two or More	8	7	88%	90%	90%	6	75%	76%	60%	2	25%	26%	*
Reading	3	Moore	Eco. Dis.	80	54	68%	70%	76%	35	44%	45%	48%	15	19%	20%	15%
Reading	3	Moore	Emergent Bilingual	7	5	71%	75%	65%	3	43%	44%	40%	2	29%	30%	*
Reading	3	Moore	At-Risk	73	51	70%	74%	65%	26	36%	37%	43%	13	18%	19%	16%
Reading	3	Moore	SPED	15	6	40%	45%	26%	2	13%	14%	*	2	13%	14%	*
Reading	4	Moore	All	164	130	79%	85%	76%	102	62%	63%	44%	52	32%	33%	24%
Reading	4	Moore	Hispanic	52	42	81%	85%	78%	32	62%	63%	51%	11	21%	22%	20%
Reading	4	Moore	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Moore	Asian	18	16	89%	94%	100%	14	78%	79%	75%	8	44%	45%	58%
Reading	4	Moore	African Am.	36	22	61%	70%	65%	16	44%	45%	25%	8	22%	23%	18%
Reading	4	Moore	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Moore	White	51	44	86%	90%	78%	36	71%	72%	45%	23	45%	46%	24%
Reading	4	Moore	Two or More	7	6	86%	90%	86%	4	57%	58%	71%	2	29%	30%	*
Reading	4	Moore	Eco. Dis.	85	59	69%	74%	67%	40	47%	48%	35%	14	16%	17%	20%
Reading	4	Moore	Emergent Bilingual	18	13	72%	75%	45%	10	56%	57%	*	2	11%	12%	*
Reading	4	Moore	At-Risk	88	61	69%	70%	58%	43	49%	50%	21%	14	16%	17%	7%
Reading	4	Moore	SPED	27	10	37%	40%	33%	5	19%	20%	*	0	0%	5%	*
Reading	5	Moore	All	164	127	77%	85%	75%	93	57%	58%	55%	61	37%	38%	28%
Reading	5	Moore	Hispanic	52	42	81%	85%	78%	28	54%	55%	48%	19	37%	38%	24%
Reading	5	Moore	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Moore	Asian	13	13	100%	100%	70%	10	77%	78%	60%	6	46%	47%	50%
Reading	5	Moore	African Am.	50	30	60%	70%	60%	19	38%	39%	40%	10	20%	21%	17%
Reading	5	Moore	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Moore	White	44	39	89%	92%	81%	34	77%	78%	69%	24	55%	56%	35%
Reading	5	Moore	Two or More	5	3	60%	65%	90%	2	40%	41%	70%	2	40%	41%	*
Reading	5	Moore	Eco. Dis.	100	71	71%	75%	69%	46	46%	47%	42%	28	28%	29%	15%
Reading	5	Moore	Emergent Bilingual	17	14	82%	84%	65%	8	47%	48%	40%	3	18%	19%	*
Reading	5	Moore	At-Risk	96	66	69%	70%	62%	40	42%	43%	36%	22	23%	24%	14%
Reading	5	Moore	SPED	31	13	42%	45%	27%	8	26%	27%	*	5	16%	17%	*
Science	5	Moore	All	164	110	67%	80%	69%	70	43%	44%	32%	37	23%	24%	13%
Science	5	Moore	Hispanic	52	38	73%	75%	73%	20	38%	39%	27%	10	19%	20%	*
Science	5	Moore	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Moore	Asian	13	13	100%	100%	70%	9	69%	70%	50%	5	38%	39%	*
Science	5	Moore	African Am.	50	18	36%	50%	54%	9	18%	19%	*	4	8%	9%	*
Science	5	Moore	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Moore	White	44	39	89%	90%	75%	30	68%	69%	50%	18	41%	42%	27%
Science	5	Moore	Two or More	5	2	40%	45%	70%	2	40%	41%	*	0	0%	5%	*
Science	5	Moore	Eco. Dis.	100	57	57%	60%	58%	29	29%	30%	16%	13	13%	14%	*
Science	5	Moore	Emergent Bilingual	17	12	71%	74%	60%	6	35%	36%	25%	3	18%	19%	*
Science	5	Moore	At-Risk	96	55	57%	60%	55%	29	30%	31%	21%	12	13%	14%	7%
Science	5	Moore	SPED	31	10	32%	40%	30%	6	19%	20%	*	1	3%	4%	*

Early Childhood Literacy Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

	MOORE	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	**All**							
	Target and Actual Rate	56%	50%	58%	58%	60%	63%	66%
	Total Number Meets or Higher		67		84			
	Total Number Tested		135		146			
	Points away from or above target		-6		0			
	Difference from Prior Year				+8			
	Growth from Prior Year				16%			
	African American							
	Target and Actual Rate	29%	41%	31%	33%	33%	36%	39%
	Total Number Meets or Higher		12		13			
	Total Number Tested		29		39			
	Points away from or above target		+12		+2			
	Difference from Prior Year				-8			
	Growth from Prior Year				-20%			
	Hispanic							
	Target and Actual Rate	42%	38%	44%	69%	46%	49%	52%
	Total Number Meets or Higher		13		24			
	Total Number Tested		34		35			
	Points away from or above target		-4		+25			
	Difference from Prior Year				+31			
	Growth from Prior Year				82%			
	White							
	Target and Actual Rate	58%	58%	60%	56%	62%	65%	68%
	Total Number Meets or Higher		26		27			
	Total Number Tested		45		48			
	Points away from or above target		0		-4			
	Difference from Prior Year				-2			
	Growth from Prior Year				-3%			
	Eco. Disadv.							
	Target and Actual Rate	33%	26%	35%	48%	37%	40%	43%
	Total Number Meets or Higher		15		31			
	Total Number Tested		57		64			
	Points away from or above target		-7		+13			
	Difference from Prior Year				+22			
	Growth from Prior Year				85%			
	Cont. Enrolled							
	Target and Actual Rate	63%	53%	65%	63%	67%	70%	73%
	Total Number Meets or Higher		52		62			
	Total Number Tested		98		98			
	Points away from or above target		-10		-2			
	Difference from Prior Year				+10			
	Growth from Prior Year				19%			
	Non-Cont. Enrolled							
	Target and Actual Rate	37%	41%	39%	46%	41%	44%	47%
	Total Number Meets or Higher		15		22			
	Total Number Tested		37		48			
	Points away from or above target		+4		+7			
	Difference from Prior Year				+5			
	Growth from Prior Year				12%			

Early Childhood Math Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

	MOORE	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math / **All**	Target and Actual Rate	64%	39%	66%	53%	68%	71%	74%
	Total Number Meets or Higher		53		77			
	Total Number Tested		135		146			
	Points away from or above target		-25		-13			
	Difference from Prior Year				+14			
	Growth from Prior Year				36%			
African American	Target and Actual Rate	35%	14%	37%	23%	39%	42%	45%
	Total Number Meets or Higher		4		9			
	Total Number Tested		29		39			
	Points away from or above target		-21		-14			
	Difference from Prior Year				+9			
	Growth from Prior Year				64%			
Hispanic	Target and Actual Rate	58%	24%	60%	60%	62%	65%	68%
	Total Number Meets or Higher		8		21			
	Total Number Tested		34		35			
	Points away from or above target		-34		0			
	Difference from Prior Year				+36			
	Growth from Prior Year				150%			
White	Target and Actual Rate	60%	49%	62%	56%	64%	67%	70%
	Total Number Meets or Higher		22		27			
	Total Number Tested		45		48			
	Points away from or above target		-11		-6			
	Difference from Prior Year				+7			
	Growth from Prior Year				14%			
Eco. Disadv.	Target and Actual Rate	49%	21%	51%	38%	53%	56%	59%
	Total Number Meets or Higher		12		24			
	Total Number Tested		57		64			
	Points away from or above target		-28		-13			
	Difference from Prior Year				+17			
	Growth from Prior Year				81%			
Cont. Enrolled	Target and Actual Rate	70%	42%	72%	54%	74%	77%	80%
	Total Number Meets or Higher		41		53			
	Total Number Tested		98		98			
	Points away from or above target		-28		-18			
	Difference from Prior Year				+12			
	Growth from Prior Year				29%			
Non-Cont. Enrolled	Target and Actual Rate	47%	32%	49%	50%	51%	54%	57%
	Total Number Meets or Higher		12		24			
	Total Number Tested		37		48			
	Points away from or above target		-15		+1			
	Difference from Prior Year				+18			
	Growth from Prior Year				56%			

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 *Continuum 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 (2nd-5th)
    - 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 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 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.