

# **Cypress-Fairbanks Independent School District**

## **Matzke Elementary School**

### **2021-2022 Campus Improvement Plan**



# Mission Statement

## Cypress-Fairbanks Independent School District's Mission Statement

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global leaders.

## Matzke Elementary School's Mission Statement

The goal at Matzke is to help each child be a happy, productive, and informed citizen. This goal is achieved as staff, parents, and community work together to establish an environment which promotes high expectations and academic growth.

## Vision

LEAD: Learn, Empower, Achieve, Dream

## PRIDE

Matzke incorporates the school wide discipline system, PBIS. Our matrix is based on the acronym PRIDE. Positive, Respect, Integrity, Determination, Example for Others.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

**Title I, Part A Schoolwide Program Element 1.1: Comprehensive Needs Assessment:** The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of children 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 determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: We reviewed our current data and conducted the root cause analysis.

In summary, the comprehensive needs assessment denotes the following: Several of our student populations struggled in Reading and Math. We also have added challenges for many students with gaps in learning due COVID-19.

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 2.1: Campus Improvement Plan Developed with Appropriate Stakeholders:** 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. The committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC).

**Title I, Part A Schoolwide Program Element 2.2: Regular Monitoring and Revision:** 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.

**Title I, Part A Schoolwide Program Element 2.3: Available to Parents and Community in an Understandable Format and Language:** 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, the front office and Vantage Point Apartments and Stone Mist Apartments.

# Student Achievement

## Student Achievement Strengths

**Reading:** Our passing percentage was close to the district's average for the ALL group in 3rd grade, these are our current 4th graders. We did surpass our target for that group. We surpassed the district average in Approaches for 3rd grade Reading in the following groups: Hispanic, Eco Dis and LEP.

**Math:** Our passing percentage was close to or surpassed the district's average for 3rd grade in both the Approaches and Meets categories in the following groups: Hispanic, LEP, Eco Dis and LEP. We also surpassed our Target percentages in these groups.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Reading: Our African American passing percentages were lower than the other populations in all grade levels and categories (Approaches, Meets and Masters). **Root Cause:** Reading: Need to implement more differentiated instruction, small group instruction, vocabulary and diverse literature.

**Problem Statement 2:** Writing: Our writing scores were lower in all populations compared to the district average. **Root Cause:** Writing: Need to implement small group teaching and focused Closing the Gap lessons for writing.

**Problem Statement 3:** Math: Our African American passing percentages were lower than the other populations in all grade levels and categories (Approaches, Meets and Masters). **Root Cause:** Math: Need to implement small group teaching with frequent reteaching to fill the gaps.

**Problem Statement 4:** Science: Our African American passing percentages were lower than the other populations in all grade levels and categories (Approaches, Meets and Masters). **Root Cause:** Science: We need to have more hands on experiences and exposure to Science Vocabulary.

**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.

**Problem Statement 6:** Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

**Problem Statement 7:** Additional Targeted Support Reading (data based on 2018-19 identification): Our Two or More Races did not meet the state standard in the Meets category. **Root Cause:** Additional Targeted Support Reading: Need to implement more differentiated instruction.

**Problem Statement 8:** Additional Targeted Support Math (data based on 2018-19 identification): Our Two or More Races did not meet the state standard in the Meets category. **Root Cause:** Additional Targeted Support Math: Need to implement more differentiated instruction.

# School Culture and Climate

## School Culture and Climate Strengths

We have a very positive and welcoming environment. The majority of parents who participated in the Parent Survey said they feel welcome at school and feel that they have knowledge of what is taking place at school.

According to our EPS survey the last several years, the majority of our staff feel that staff recognition is built into the school culture and feel that collaboration is encouraged and practiced.

100% of our staff feel that procedures have been implemented to keep them safe at work.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** School Culture and Climate: Ensuring our staff and students feel connected to our school culture and community. **Root Cause:** School Culture and Climate: We need to make concerted effort and collaborate on strategies to build positive relationships in our school community.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Strengths

We have a high percentage of staff attendance and retention. Staff who have left Matzke, typically leave for family situations or promotions.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Teacher/Paraprofessional Attendance: Maintaining a high attendance rate, 97% or higher, for staff. **Root Cause:** Teacher/Paraprofessional Attendance: We need to continue to work with teachers to manage stress and ensure they are teaching every day.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

Our goal as a campus staff is to include our parents in school activities as often as possible. We value our parents and encourage their partnership in their child's education. 96% of our parents reported that they feel welcome at school on our Title 1 parent survey. We communicate through email, electronic newsletters, marquee, Facebook Instagram, Twitter and SchoolMessenger.

We involve the community in schools through our adopted business partner, Lakewood United Methodist Church. We also have several community mentors that volunteer and work with our students. Parents and community members are a part of CPOC team and are included on the agenda items that relate to school-wide events and issues. We also have Cy-Hope volunteers that bring food backpacks for about 20 of our families.

We are in our 8th year of WATCH D.O.G.S. implementation and have over 200 Dads that volunteer one day a year. We are hoping to initiate our WATCH DOGS program second semester.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Community Engagement: We struggle with having the majority of our parents involved at school. **Root Cause:** Parent and Community Engagement: We need to work to ensure parent work schedules and language barriers do not prevent them from attending school events.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- Campus goals
- Performance Objectives with summative review (prior year)

## **Student Data: Assessments**

- State and federally required assessment information
- Local benchmark or common assessments data

# 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 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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Reading:</b> Teachers will have consistent plans that differentiate instruction for students based on their academic needs.  <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialists and District Monitoring Team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities:</b> Build a foundation of reading and math  <b>Funding Sources:</b> Books, instructional materials - Title I - \$10,000</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Writing:</b> Students will have daily writing experiences in all content areas.  <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialists and District Monitoring Team</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Writing:</b> Students need more exposure and direct teaching of revising and editing skills.  <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialists and District Monitoring Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Math: Teachers will consistently implement small group teaching weekly, with reteaching during Closing the Gap time to fill in the learning gaps. Temporary workers and Instructional Specialists will work with small groups as well in both a push-in and pull-out format.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialists and District Monitoring Team</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Temporary Worker - Title I - \$10,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Science: Teachers will have focused planning time each week to discuss best practices for Science lessons and carry out lesson plans as written. Students will have hands-on experiences as often as possible.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialists and District Monitoring Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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: small groups flexibly regrouped between partnerships based on deficits in skills; enrichment for students who are performing at or above level</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialists and District Monitoring Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Well-Rounded Education : The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Activities during Closing the Gap.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Specialists and District Monitoring Team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p> <p><b>Funding Sources:</b> Education Galaxy - Title I - \$3,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Deepen understanding of and address specific academic needs of the African American student group in an effort to address the needs of all students, particularly at-risk.</p> <p><b>Strategy's Expected Result/Impact:</b> As a Title I Campus, Matzke will implement the following measures.</p> <p>Salaries: Classroom reduction teachers will be utilized in grades 2nd, 4th and 5th to reduce the class sizes so that teachers are able to give more individualized instruction to students. This will allow for optimized instruction which will ensure students are making progress.</p> <p>Temporary Worker: Interventionists will work with small groups of students to support, reteach and build upon skills in order to close the gap from missed instruction.</p> <p>Contracted Services: We will bring in hands on experiences and opportunities for Science Lessons which will help our younger learners understand and retain the information as they progress through school.</p> <p>Instructional Supplies: Classroom materials such as paper, sticky notes, pens, dry erase markers, etc will help maintain an ideal learning environment and will allow staff and students to have the instructional materials they need to be successful. We will also purchase licenses to online learning platforms which help support and enrich our students learning on individual levels.</p> <p>Library Books: Growing our school library inventory will provide more students an opportunity to check out books. One of our campus goals is to increase a love for literacy.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administrators</p> <p><b>Schoolwide and Targeted Assistance Title I Elements: 2.6</b></p> <p><b>Funding Sources:</b> Books - Title I - \$3,000, Professional Development Books - Title I - \$1,500, Salaries - Title I - \$244,000, Temporary Worker - Title I - \$15,000, Contracted Services - Title I - \$7,450, Subscriptions: Reading Materials - Title I - \$2,600, Subscriptions: Parent Involvement Smore Subscription for Newsletter - Title I - \$2,000, Supplies: Instructional - Title I - \$14,000, Library Books - Title I - \$7,000</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

**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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Before School Tutoring two days a week: 7:45-8:15 a.m.</p> <p><b>Strategy's Expected Result/Impact:</b> Students attending before school tutoring will have a 50% increase in growth from the average score of pre to post assessment in grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Extra Duty Pay - ESSER III - \$10,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Core content area interventionist</p> <p><b>Strategy's Expected Result/Impact:</b> By the end of the 2021-22 school year, 90% of the students working with the Core Content Area Interventionist will increase their independent reading level by 3 or more levels.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Math Interventionists and classroom teachers will work with students during Closing the Gap to target Math Instruction on deficit skills using Supplemental Instructional Materials. (Bridges Intervention). Extended planning sessions will be included to prepare for instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in math achievement and passing scores on the end of the year Math Assessments, including STAAR.</p> <p>Teachers will be better prepared which will maximize student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Interventionists, Admin</p> <p><b>Funding Sources:</b> Bridges Intervention Kit - ESSER III - \$2,500, Extra Duty Pay - ESSER III - \$5,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Reading Teachers will participate in a book study with the book Understanding Texts and Readers by J. Serravallo published by Heinemann.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in reading achievement and passing scores on the end of the year Reading Assessments, including STAAR.</p> <p>Teachers will be better prepared which will maximize student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Interventionists, Admin</p> <p><b>Funding Sources:</b> Books - ESSER III - \$550</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Teachers and interventionists will have supplies needed to work with students in small groups. Supplies will be ordered through district Distribution and kept in the workroom for access.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in student achievement in all content areas from BOY DPM to EOY DPM, including STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers, interventionists</p> <p><b>Funding Sources:</b> Paper, book rings, file folders, etc. - ESSER III - \$2,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 3: State Compensatory Education (SCE):** Throughout the 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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Instructional materials (such as books, manipulatives and supplies) will be purchased to support classroom instruction.</p> <p><b>Funding Sources:</b> Books, manipulatives and supplies - Special Allotment: Compensatory Education - 6399 - \$4,212</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**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 4: Additional Targeted Support:** By the end of the 2021-22 school year, the campus will meet the Closing the Gaps targets that were identified for school improvement after the 2018-19 school year in the following areas: Two or More Races (Academic Achievement Reading (56%), Academic Achievement Math (54%), Student Success (55%).

**Evaluation Data Sources:** STAAR Data

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Additional Targeted Support Reading: Differentiate instruction to meet the needs of individual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 35%	 70%	 95%
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Additional Targeted Support Math: Differentiate instruction to meet the needs of individual students.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet performance objective STAAR performance targets for the Closing the Gaps Domain in the current accountability system.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	 50%	 65%	 90%
 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 2021-2022 school year, 100% of the district's safety policies will be implemented.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Campus Safety:</b> Project safety lessons on anti-bullying and drug awareness will be taught each month, along with classroom guidance from our school counselors.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased number of office referrals and reports of bullying.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administrators</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.</b></p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
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 2021-2022 school year, student attendance will be at 98%.

**Evaluation Data Sources:** Student attendance records

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Student Attendance: Teachers will monitor attendance and notify counselors and nurse if there is a concern.  <b>Strategy's Expected Result/Impact:</b> Student attendance will remain at or exceed 98%.  <b>Staff Responsible for Monitoring:</b> Teachers, administration and registrar</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 3: Restorative Discipline:** By the end of the 2021-2022 school year, discipline referrals and exclusionary discipline actions will be decreased by 5%.

**Evaluation Data Sources:** Discipline reports

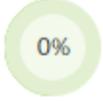
Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Restorative Discipline: Less than 10% of our student population will receive an office referral during the school year with the rate of recurrence for those students receiving an office referral being less than 5%. We will use PBIS Lessons and class meetings to teach skills and expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline referrals will be decreased by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administration</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> In School Suspensions: An in school suspension will be used as a last resort after exhausting all other restorative discipline strategies in the classroom. We utilize Closing the Gap time to have social skills groups as well as lunch groups with the counselors. We are conducting book studies with diverse authors/characters with some of our more challenging students.</p> <p><b>Strategy's Expected Result/Impact:</b> In-School Suspensions for SPED African American students will continue to be 5%</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administration</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Out of School Suspensions: An out of school suspension will be used as a last resort for students in 3rd-5th grade after exhausting all other restorative discipline strategies. We utilize lunch and recess time to have social skills groups as well as lunch groups with the counselors. We are conducting book studies with diverse authors/characters with some of our more challenging students.</p> <p><b>Strategy's Expected Result/Impact:</b> Out of school suspensions will be reduced by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Special Opportunity School (SOS) Placements: A Mandatory SOS Placement will only be used as a last resort for students in 3rd-5th grade after exhausting all other restorative discipline strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administration</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Violence Prevention: We will use PBIS Lessons and class meetings to teach skills and expectations. <b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0% <b>Staff Responsible for Monitoring:</b> Teachers and Administrators	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 326 661 370">  No Progress         </div> <div data-bbox="762 326 980 370">  Accomplished         </div> <div data-bbox="1079 326 1331 370">  Continue/Modify         </div> <div data-bbox="1432 326 1627 370">  Discontinue         </div> </div>			

**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 2021-2022 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.)

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified timelines.</p> <p><b>Strategy's Expected Result/Impact:</b> Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness.</p> <p><b>Staff Responsible for Monitoring:</b> CSHAC Team</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 1: Teacher/Paraprofessional Attendance:** By the end of the 2021-2022 school year, teacher/paraprofessional attendance will increase by 98%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: By the end of the 2021-2022 school year, teacher/paraprofessional attendance will increase by 1%.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by 1%.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 2:** Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2021-2022 school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Campus Book Studies, ASCD PD and district offered PD.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will grow as professionals and increase their craft.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Instructional Specialists</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**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 2021-2022 school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: The school will provide ample opportunities for family engagement and will continue to provide frequent communication about events at school. (Social media: Twitter, Facebook, and Instagram as well as a weekly newsletter to families.)</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and teachers</p> <p><b>Funding Sources:</b> Smore Subscription for Parent Newsletter - Title I - \$2,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Title I Campus:</p> <p>Parent and Family Engagement Policy: The campus jointly developed/amended the policy with parents and family members and distributed to all parents and family members within the school.</p> <p>This policy was made available in English and Spanish and other languages based on the Language Access Plan for Title I Campuses on the campus website as well as in the following location(s): Matzke Elementary</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of parents and family members will have access to the Parent and Family Engagement Policy.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Title I Campus:</b></p> <p>Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings. Virtual Curriculum Night, CPOC meetings via Zoom as well as parent conferences.</p> <p>Parent Conferences: scheduled by teachers Oct and Nov 2021 and upon request after that.</p> <p>Meet the Teacher: Aug. 19, 2021</p> <p>Virtual Curriculum Night: September 29, 2021</p> <p>CPOC Meetings: Oct. 20, 2021, Nov. 17, 2021, Feb. 16, 2022 and May 18, 2022</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family participation will increase by 5% due to the campus offering flexible meeting dates and times.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administration</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

# State Compensatory

## Budget for Matzke Elementary School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 3**

**Brief Description of SCE Services and/or Programs**

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## Personnel for Matzke Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	Instructional Specialist	1
1 position	Behavior Interventionist	1
5 positions	Reaching Enrichment/SGRI Teacher	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Staff	Reading Enrichment	Reading Enrichment 3rd-5th	1
Staff	Reading Enrichment	Read 180	.5
Staff	Teacher	Class-size Reduction	1
Staff	Teacher	Class-size Reduction	1

# Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Extra Duty Pay		\$10,000.00
1	2	3	Extra Duty Pay		\$5,000.00
1	2	3	Bridges Intervention Kit		\$2,500.00
1	2	4	Books		\$550.00
1	2	5	Paper, book rings, file folders, etc.		\$2,000.00
<b>Sub-Total</b>					<b>\$20,050.00</b>
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Books, instructional materials		\$10,000.00
1	1	4	Temporary Worker		\$10,000.00
1	1	7	Education Galaxy		\$3,000.00
1	1	8	Contracted Services		\$7,450.00
1	1	8	Subscriptions: Reading Materials		\$2,600.00
1	1	8	Professional Development Books		\$1,500.00
1	1	8	Subscriptions: Parent Involvement Smore Subscription for Newsletter		\$2,000.00
1	1	8	Temporary Worker		\$15,000.00
1	1	8	Salaries		\$244,000.00
1	1	8	Library Books		\$7,000.00
1	1	8	Supplies: Instructional		\$14,000.00
1	1	8	Books		\$3,000.00
4	1	1	Smore Subscription for Parent Newsletter		\$2,000.00
<b>Sub-Total</b>					<b>\$321,550.00</b>
Special Allotment: Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Books, manipulatives and supplies	6399	\$4,212.00
<b>Sub-Total</b>					<b>\$4,212.00</b>

# 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	Matzke	All	118	69	58%	70%	12%	161	95	59%
Math	3	Matzke	Hispanic	56	37	66%	70%	4%	89	51	57%
Math	3	Matzke	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Matzke	Asian	11	6	55%	70%	15%	13	12	92%
Math	3	Matzke	African Am.	18	3	17%	30%	13%	41	16	39%
Math	3	Matzke	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Matzke	White	26	18	69%	75%	6%	15	14	93%
Math	3	Matzke	Two or More	7	5	71%	75%	4%	*	*	*
Math	3	Matzke	Eco. Dis.	87	47	54%	70%	16%	110	56	51%
Math	3	Matzke	LEP Current	33	18	55%	70%	15%	40	20	50%
Math	3	Matzke	At-Risk	77	43	56%	70%	14%	115	58	50%
Math	3	Matzke	SPED	15	5	33%	50%	17%	16	4	25%
Math	4	Matzke	All	165	60	36%	60%	24%	134	71	53%
Math	4	Matzke	Hispanic	83	24	29%	70%	41%	69	42	61%
Math	4	Matzke	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Matzke	Asian	9	8	89%	90%	1%	12	8	67%
Math	4	Matzke	African Am.	41	10	24%	30%	6%	29	6	21%
Math	4	Matzke	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Matzke	White	24	16	67%	75%	8%	19	13	68%
Math	4	Matzke	Two or More	6	1	17%	70%	53%	5	2	40%
Math	4	Matzke	Eco. Dis.	115	38	33%	60%	27%	91	47	52%
Math	4	Matzke	LEP Current	39	10	26%	60%	34%	35	21	60%
Math	4	Matzke	At-Risk	60	18	30%	60%	30%	91	43	47%
Math	4	Matzke	SPED	24	4	17%	50%	33%	20	5	25%
Math	5	Matzke	All	139	78	56%	70%	14%	183	116	63%
Math	5	Matzke	Hispanic	61	32	52%	65%	13%	95	62	65%
Math	5	Matzke	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Matzke	Asian	17	17	100%	100%	0%	11	10	91%
Math	5	Matzke	African Am.	38	14	37%	50%	13%	47	22	47%
Math	5	Matzke	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Matzke	White	17	12	71%	75%	4%	24	17	71%
Math	5	Matzke	Two or More	5	2	40%	50%	10%	*	*	*
Math	5	Matzke	Eco. Dis.	91	50	55%	55%	0%	133	82	62%
Math	5	Matzke	LEP Current	20	10	50%	55%	5%	38	24	63%
Math	5	Matzke	At-Risk	87	42	48%	60%	12%	143	82	57%
Math	5	Matzke	SPED	19	5	26%	50%	24%	23	8	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	Matzke	All	118	83	70%	75%	5%	161	120	75%
Reading	3	Matzke	Hispanic	56	42	75%	80%	5%	89	64	72%
Reading	3	Matzke	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Matzke	Asian	11	9	82%	90%	8%	13	11	85%
Reading	3	Matzke	African Am.	18	7	39%	50%	11%	41	28	68%
Reading	3	Matzke	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Matzke	White	26	19	73%	80%	7%	15	14	93%
Reading	3	Matzke	Two or More	7	6	86%	90%	4%	*	*	*
Reading	3	Matzke	Eco. Dis.	87	58	67%	75%	8%	110	78	71%
Reading	3	Matzke	LEP Current	33	20	61%	70%	9%	40	24	60%
Reading	3	Matzke	At-Risk	77	49	64%	70%	6%	115	79	69%
Reading	3	Matzke	SPED	15	6	40%	50%	10%	16	5	31%
Reading	4	Matzke	All	166	79	48%	75%	27%	134	96	72%
Reading	4	Matzke	Hispanic	83	35	42%	80%	38%	69	53	77%
Reading	4	Matzke	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Matzke	Asian	9	7	78%	85%	7%	12	9	75%
Reading	4	Matzke	African Am.	42	20	48%	50%	2%	29	17	59%
Reading	4	Matzke	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Matzke	White	24	13	54%	75%	21%	19	14	74%
Reading	4	Matzke	Two or More	6	2	33%	50%	17%	5	3	60%
Reading	4	Matzke	Eco. Dis.	115	51	44%	70%	26%	91	60	66%
Reading	4	Matzke	LEP Current	39	15	38%	65%	27%	35	25	71%
Reading	4	Matzke	At-Risk	60	26	43%	50%	7%	91	59	65%
Reading	4	Matzke	SPED	24	5	21%	40%	19%	20	7	35%
Reading	5	Matzke	All	139	92	66%	70%	4%	185	130	70%
Reading	5	Matzke	Hispanic	62	41	66%	70%	4%	95	67	71%
Reading	5	Matzke	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Matzke	Asian	17	13	76%	80%	4%	11	10	91%
Reading	5	Matzke	African Am.	38	22	58%	65%	7%	49	29	59%
Reading	5	Matzke	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Matzke	White	16	13	81%	85%	4%	24	19	79%
Reading	5	Matzke	Two or More	5	3	60%	65%	5%	*	*	*
Reading	5	Matzke	Eco. Dis.	92	59	64%	65%	1%	135	93	69%
Reading	5	Matzke	LEP Current	20	7	35%	40%	5%	38	22	58%
Reading	5	Matzke	At-Risk	87	45	52%	55%	3%	144	96	67%
Reading	5	Matzke	SPED	19	3	16%	30%	14%	24	5	21%

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	Matzke	All	139	80	58%	70%	12%	185	107	58%
Science	5	Matzke	Hispanic	61	35	57%	70%	13%	95	55	58%
Science	5	Matzke	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Matzke	Asian	17	13	76%	80%	4%	11	10	91%
Science	5	Matzke	African Am.	39	16	41%	50%	9%	49	19	39%
Science	5	Matzke	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Matzke	White	16	13	81%	85%	4%	24	18	75%
Science	5	Matzke	Two or More	5	2	40%	50%	10%	*	*	*
Science	5	Matzke	Eco. Dis.	92	52	57%	65%	8%	135	72	53%
Science	5	Matzke	LEP Current	20	6	30%	40%	10%	38	18	47%
Science	5	Matzke	At-Risk	87	40	46%	50%	4%	144	79	55%
Science	5	Matzke	SPED	19	2	11%	25%	14%	24	5	21%

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	Matzke	All	165	26	16%	50%	34%	134	35	26%
Math	4	Matzke	Hispanic	83	9	11%	50%	39%	69	19	28%
Math	4	Matzke	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Matzke	Asian	9	3	33%	50%	17%	12	7	58%
Math	4	Matzke	African Am.	41	4	10%	50%	40%	29	0	0%
Math	4	Matzke	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Matzke	White	24	9	38%	50%	12%	19	8	42%
Math	4	Matzke	Two or More	6	0	0%	50%	50%	5	1	20%
Math	4	Matzke	Eco. Dis.	115	13	11%	50%	39%	91	23	25%
Math	4	Matzke	LEP Current	39	6	15%	50%	35%	35	9	26%
Math	4	Matzke	At-Risk	60	6	10%	50%	40%	91	19	21%
Math	4	Matzke	SPED	24	3	13%	50%	37%	20	3	15%
Math	5	Matzke	All	139	51	37%	50%	13%	183	49	27%
Math	5	Matzke	Hispanic	61	24	39%	50%	11%	95	26	27%
Math	5	Matzke	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Matzke	Asian	17	13	76%	85%	9%	11	8	73%
Math	5	Matzke	African Am.	38	7	18%	50%	32%	47	5	11%
Math	5	Matzke	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Matzke	White	17	6	35%	50%	15%	24	9	38%
Math	5	Matzke	Two or More	5	1	20%	50%	30%	*	*	*
Math	5	Matzke	Eco. Dis.	91	34	37%	50%	13%	133	30	23%
Math	5	Matzke	LEP Current	20	6	30%	50%	20%	38	7	18%
Math	5	Matzke	At-Risk	87	24	28%	50%	22%	143	30	21%
Math	5	Matzke	SPED	19	2	11%	50%	39%	23	2	9%
Reading	4	Matzke	All	166	41	25%	50%	25%	134	54	40%
Reading	4	Matzke	Hispanic	83	14	17%	25%	8%	69	28	41%
Reading	4	Matzke	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Matzke	Asian	9	6	67%	75%	8%	12	8	67%
Reading	4	Matzke	African Am.	42	9	21%	30%	9%	29	5	17%
Reading	4	Matzke	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Matzke	White	24	8	33%	40%	7%	19	13	68%
Reading	4	Matzke	Two or More	6	2	33%	40%	7%	5	0	0%
Reading	4	Matzke	Eco. Dis.	115	25	22%	30%	8%	91	33	36%
Reading	4	Matzke	LEP Current	39	6	15%	25%	10%	35	14	40%
Reading	4	Matzke	At-Risk	60	13	22%	30%	8%	91	29	32%
Reading	4	Matzke	SPED	24	1	4%	20%	16%	20	3	15%

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	Matzke	All	139	51	37%	50%	13%	185	77	42%
Reading	5	Matzke	Hispanic	62	22	35%	50%	15%	95	38	40%
Reading	5	Matzke	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Matzke	Asian	17	11	65%	75%	10%	11	9	82%
Reading	5	Matzke	African Am.	38	11	29%	50%	21%	49	13	27%
Reading	5	Matzke	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Matzke	White	16	7	44%	50%	6%	24	12	50%
Reading	5	Matzke	Two or More	5	0	0%	50%	50%	*	*	*
Reading	5	Matzke	Eco. Dis.	92	33	36%	50%	14%	135	48	36%
Reading	5	Matzke	LEP Current	20	2	10%	25%	15%	38	10	26%
Reading	5	Matzke	At-Risk	87	21	24%	30%	6%	144	50	35%
Reading	5	Matzke	SPED	19	1	5%	20%	15%	24	1	4%
Science	5	Matzke	All	139	34	24%	50%	26%	185	58	31%
Science	5	Matzke	Hispanic	61	13	21%	50%	29%	95	26	27%
Science	5	Matzke	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Matzke	Asian	17	11	65%	75%	10%	11	9	82%
Science	5	Matzke	African Am.	39	4	10%	50%	40%	49	9	18%
Science	5	Matzke	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Matzke	White	16	5	31%	50%	19%	24	11	46%
Science	5	Matzke	Two or More	5	1	20%	50%	30%	*	*	*
Science	5	Matzke	Eco. Dis.	92	22	24%	50%	26%	135	31	23%
Science	5	Matzke	LEP Current	20	3	15%	50%	35%	38	7	18%
Science	5	Matzke	At-Risk	87	13	15%	50%	35%	144	36	25%
Science	5	Matzke	SPED	19	1	5%	50%	45%	24	1	4%

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	Matzke	All	118	16	14%	25%	11%	161	20	12%
Math	3	Matzke	Hispanic	56	6	11%	25%	14%	89	7	8%
Math	3	Matzke	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Matzke	Asian	11	4	36%	50%	14%	13	4	31%
Math	3	Matzke	African Am.	18	0	0%	25%	25%	41	3	7%
Math	3	Matzke	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Matzke	White	26	5	19%	25%	6%	15	6	40%
Math	3	Matzke	Two or More	7	1	14%	25%	11%	*	*	*
Math	3	Matzke	Eco. Dis.	87	10	11%	25%	14%	110	10	9%
Math	3	Matzke	LEP Current	33	4	12%	25%	13%	40	3	8%
Math	3	Matzke	At-Risk	77	7	9%	25%	16%	115	9	8%
Math	3	Matzke	SPED	15	0	0%	25%	25%	16	1	6%
Math	4	Matzke	All	165	9	5%	25%	20%	134	15	11%
Math	4	Matzke	Hispanic	83	3	4%	25%	21%	69	9	13%
Math	4	Matzke	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Matzke	Asian	9	2	22%	35%	13%	12	4	33%
Math	4	Matzke	African Am.	41	1	2%	25%	23%	29	0	0%
Math	4	Matzke	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Matzke	White	24	2	8%	25%	17%	19	2	11%
Math	4	Matzke	Two or More	6	0	0%	25%	25%	5	0	0%
Math	4	Matzke	Eco. Dis.	115	6	5%	25%	20%	91	8	9%
Math	4	Matzke	LEP Current	39	2	5%	25%	20%	35	3	9%
Math	4	Matzke	At-Risk	60	2	3%	25%	22%	91	8	9%
Math	4	Matzke	SPED	24	1	4%	25%	21%	20	1	5%
Math	5	Matzke	All	139	25	18%	25%	7%	183	21	11%
Math	5	Matzke	Hispanic	61	10	16%	25%	9%	95	10	11%
Math	5	Matzke	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Matzke	Asian	17	11	65%	75%	10%	11	6	55%
Math	5	Matzke	African Am.	38	2	5%	25%	20%	47	3	6%
Math	5	Matzke	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Matzke	White	17	2	12%	25%	13%	24	2	8%
Math	5	Matzke	Two or More	5	0	0%	25%	25%	*	*	*
Math	5	Matzke	Eco. Dis.	91	15	16%	25%	9%	133	11	8%
Math	5	Matzke	LEP Current	20	3	15%	25%	10%	38	3	8%
Math	5	Matzke	At-Risk	87	14	16%	25%	9%	143	11	8%
Math	5	Matzke	SPED	19	2	11%	25%	14%	23	0	0%

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	Matzke	All	118	20	17%	25%	8%	161	35	22%
Reading	3	Matzke	Hispanic	56	11	20%	25%	5%	89	16	18%
Reading	3	Matzke	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Matzke	Asian	11	1	9%	25%	16%	13	4	31%
Reading	3	Matzke	African Am.	18	0	0%	25%	25%	41	9	22%
Reading	3	Matzke	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Matzke	White	26	6	23%	25%	2%	15	6	40%
Reading	3	Matzke	Two or More	7	2	29%	35%	6%	*	*	*
Reading	3	Matzke	Eco. Dis.	87	11	13%	25%	12%	110	20	18%
Reading	3	Matzke	LEP Current	33	3	9%	25%	16%	40	5	13%
Reading	3	Matzke	At-Risk	77	9	12%	25%	13%	115	16	14%
Reading	3	Matzke	SPED	15	0	0%	25%	25%	16	1	6%
Reading	4	Matzke	All	166	15	9%	25%	16%	134	26	19%
Reading	4	Matzke	Hispanic	83	5	6%	25%	19%	69	12	17%
Reading	4	Matzke	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Matzke	Asian	9	2	22%	25%	3%	12	6	50%
Reading	4	Matzke	African Am.	42	2	5%	25%	20%	29	2	7%
Reading	4	Matzke	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Matzke	White	24	4	17%	25%	8%	19	6	32%
Reading	4	Matzke	Two or More	6	0	0%	25%	25%	5	0	0%
Reading	4	Matzke	Eco. Dis.	115	9	8%	25%	17%	91	19	21%
Reading	4	Matzke	LEP Current	39	1	3%	25%	22%	35	8	23%
Reading	4	Matzke	At-Risk	60	4	7%	25%	18%	91	16	18%
Reading	4	Matzke	SPED	24	0	0%	25%	25%	20	1	5%
Reading	5	Matzke	All	139	40	29%	35%	6%	185	49	26%
Reading	5	Matzke	Hispanic	62	17	27%	35%	8%	95	25	26%
Reading	5	Matzke	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Matzke	Asian	17	10	59%	75%	16%	11	7	64%
Reading	5	Matzke	African Am.	38	7	18%	25%	7%	49	8	16%
Reading	5	Matzke	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Matzke	White	16	6	38%	55%	17%	24	7	29%
Reading	5	Matzke	Two or More	5	0	0%	25%	25%	*	*	*
Reading	5	Matzke	Eco. Dis.	92	26	28%	50%	22%	135	27	20%
Reading	5	Matzke	LEP Current	20	1	5%	25%	20%	38	4	11%
Reading	5	Matzke	At-Risk	87	16	18%	25%	7%	144	26	18%
Reading	5	Matzke	SPED	19	1	5%	25%	20%	24	1	4%

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	Matzke	All	139	10	7%	25%	18%	185	27	15%
Science	5	Matzke	Hispanic	61	2	3%	25%	22%	95	10	11%
Science	5	Matzke	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Matzke	Asian	17	4	24%	35%	11%	11	6	55%
Science	5	Matzke	African Am.	39	1	3%	25%	22%	49	3	6%
Science	5	Matzke	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Matzke	White	16	3	19%	25%	6%	24	6	25%
Science	5	Matzke	Two or More	5	0	0%	25%	25%	*	*	*
Science	5	Matzke	Eco. Dis.	92	7	8%	25%	17%	135	12	9%
Science	5	Matzke	LEP Current	20	0	0%	25%	25%	38	2	5%
Science	5	Matzke	At-Risk	87	5	6%	25%	19%	144	13	9%
Science	5	Matzke	SPED	19	0	0%	25%	25%	24	0	0%

**Matzke**

**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 37% to 47% by June 2025.

**Yearly Target Goals**

<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
37%	39%	41%	44%	47%

**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	32%	36%							33%		38%	39%	28%
2022	34%	38%	NA	NA	NA	NA	NA	NA	35%	NA	40%	41%	30%
2023	36%	40%	NA	NA	NA	NA	NA	NA	37%	NA	42%	43%	32%
2024	39%	43%	NA	NA	NA	NA	NA	NA	40%	NA	45%	46%	35%
2025	42%	46%	NA	NA	NA	NA	NA	NA	43%	NA	48%	49%	38%

**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 35% to 45% by June 2025.

**Yearly Target Goals**

<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
35%	37%	39%	42%	45%

**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	20%	30%							31%		38%	38%	24%
2022	22%	32%	NA	NA	NA	NA	NA	NA	33%	NA	40%	40%	26%
2023	24%	34%	NA	NA	NA	NA	NA	NA	35%	NA	42%	42%	28%
2024	27%	37%	NA	NA	NA	NA	NA	NA	38%	NA	45%	45%	31%
2025	30%	40%	NA	NA	NA	NA	NA	NA	41%	NA	48%	48%	34%

# 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.

# 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 (2<sup>nd</sup>-5<sup>th</sup>)
    - 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 of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
  - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2<sup>nd</sup>-5<sup>th</sup> 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, 2<sup>nd</sup>-3<sup>rd</sup> = 60% of the time, 4<sup>th</sup>-5<sup>th</sup> = 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.