Cypress-Fairbanks Independent School District

Matzke Elementary School

2023-2024

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

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SCHOOL PROFILE

Matzke Elementary is a campus in Houston, Texas. Matzke Elem opened its doors in 1966. Matzke Elem is projected to serve 1,038 students in grades PK-5th grades during the 2023-2024 school year, which is a decrease from the previous year of 1,080 students at the end of the 2022-2023 school year.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Matzke Elem needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2022-23 school year:

- Mid year benchmark data and 2nd grade checkpoint
- CIP Goals and strategies
- Title 1 Budget

Documentation of the process includes meeting minutes, agenda and sign in sheets. The CPOC met on Tuesday, May 16, 2023 and again on September 26, 2023 to develop and finalize the CNA. The meetings were held in the Art room at Matzke Elem at 8:00 a.m.

At the first meeting on May 16, 2023, principal Cathy Jacobs presented information to the committee. They reviewed mid-year benchmark data and 2nd grade checkpoint data; the committee would have preferred the EOY data and STAAR data but it had not been completed or returned as of the date of the meeting. The committee reviewed the CIP and felt that all areas were 100% completed except for the following:

- Goal 1: Performance Objective : Strategy 4-Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. The committee felt this was lacking in PE this year but noted that our cafeteria does a good job of promoting nutrition. The committee commented that it is hard to determine needs for next year due to not having the most up to date data at this point.

Based on the data we reviewed and the knowledge the committee, we determined the following for strengths and needs:

- Strengths: strong first instruction with efficient and productive planning sessions, small group instruction that results in student growth. School wide procedures that resulted in less classroom disruptions.
- Needs: Behavior and social emotional learning (although the committee recognized that this was improved with adding an additional Behavior Interventionist as well as Bringing Out the Best lessons), our passing percentages in both reading and math are below the district average, 4th grade is the grade level with the highest needs both academically and behaviorally.

At the second meeting on September 26, 2023, the CPOC reviewed STAAR data noting trends in data and possible contributing factors. The committee also set target percentages for this year for STAAR performance. The committee worked in table groups to identify trends in STAAR data, possible contributing as well as attainable target percentages.

The problem statements and root causes are listed in each section of the needs assessment.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is the summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year.

Our first identified priority problem is in the area of Student Achievement, specifically African American students' performance in Math in all grade levels and performance levels. While growth was made from 2021-2022, AA performance is lower than all other populations. Through the root cause analysis process, we identified that we need to implement small group instruction with frequent reteaching to fill in the gaps. Teachers will have focused planning time each week to discuss and model lessons.

Our second identified priority problem is in the area of Student Achievement, specifically our African American students' passing percentages in Reading. They were lower than the other populations in 4th and 5th grades and lowest at each performance level (Approaches, Meets and Masters). Through the root cause analysis process, we identified that teachers will need to implement differentiated, small group instruction for students based on their academic needs. Teachers will have focused planning time to discuss and model lessons.

Our third identified priority problem is in the area of Student Attendance, specifically students missing 6 or more days of school. Through the root cause analysis process, we identified that we need a tiered attendance plan to address the excessive absences. Our tiered plan is detailed below:

1. 3 unexcused absences w/in a 4 week period: letter from Registrar, check in phone call from teacher
2. 5 unexcused absences w/in a 4 week period: phone call from counselor or AP
3. 6 unexcused absences w/in a 4 week period: in person meeting on campus w/admin
4. 10 unexcused absences w/in a 6 month period: home visit from admin
5. 11 or more unexcused absences w/in a 6 month period: Referred to Truant Officer

Student Achievement

Student Achievement Summary

Needs: Behavior and social emotional learning (Although the committee recognized that this was improved with adding an additional Behavior Interventionist as well as Bringing Out the Best lessons.), Our passing percentages in both reading and math are below the district average, 4th grade is the grade level with the highest needs both academically and behaviorally.

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data.

Strengths: strong first instruction with efficient and productive planning sessions, Small group instruction that resulted in student growth, School wide procedures that resulted in less classroom disruptions.

Our STAAR data indicated that we had:

- Significant improvements in Math scores in all areas (Approaches, Meets and Masters)
- Great improvement in reading in all populations in Approaches
- Good improvement in Meets for all Reading
- Good improvement in Approaches and Meets in Science

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our African American passing percentages in Reading were lower than the other populations in 4th and 5th grades and performance levels (Approaches, Meets and Masters). **Root Cause:** RLA: Teachers will need to implement differentiated, small group instruction for students based on their academic needs. Teachers will have focused planning time each to discuss and model lessons.

Problem Statement 2: Math: While growth was made from 2021-2202, AA performance is lower than all other populations in our Math scores. **Root Cause:** Math: We will implement small group instruction with frequent reteaching to fill in the gaps. Teachers will have focused planning time each week to discuss and model lessons.

Problem Statement 3: Science: Our African American passing percentages in Science were lower than the other populations in all performance levels (Approaches, Meets and Masters). **Root Cause:** Science: Teachers will need to implement differentiated, small group instruction for students based on their academic needs. Teachers will have focused planning time each to discuss and model lessons. Teachers will also incorporate Interactive Word Walls in their classrooms for vocabulary development.

Problem Statement 4: Students are beginning the 2023-24 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 5: 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.

School Culture and Climate

School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate.

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: Ensuring our staff and students feel connected to our school culture and community.   **Root Cause:** 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

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

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

The following are strengths of the campus in regard to parent and community engagement.

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.

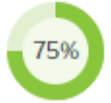**Problem Statements Identifying Parent and Community Engagement Needs**

Problem Statement 1: We struggle with having the majority of our parents involved at school. **Root Cause:** We need to work to ensure parent work schedules and language barriers do not prevent them from attending 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 the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details	Formative Reviews		

Strategy 1: RLA: Teachers will have focused planning time each week to discuss best practices and model lessons for the upcoming weeks. Teachers will differentiate instruction in small groups based on their academic needs. Reading Interventionist, Reading Intervention Temporary Worker and Reading Instructional Specialist will pull out/push in with small groups of students based on academic needs.
 	
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists and District Monitoring Team
	Formative		

	Nov	**Feb**	**May**
	30%	75%	

Strategy 2 Details	Formative Reviews		

Strategy 2: Math: Teachers will have focused planning time each week to discuss best practices and model lessons for the upcoming weeks. Teachers will differentiate instruction in small groups based on their academic needs and reteach to fill in gaps during Closing the Gap. Math Interventionist, Math Intervention Temporary Worker and Math Instructional Specialist will pull out/push in with small groups of students based on academic needs.
 	
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists and District Monitoring Team
	Formative		

	Nov	**Feb**	**May**
	30%	75%	

Strategy 3 Details	Formative Reviews		

Strategy 3: 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
 	
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists and District Monitoring Team
	Formative		

	Nov	**Feb**	**May**
	30%	75%	

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.
    Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	Feb	May
	30%	70%	

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: small groups flexibly regrouped between partnerships based on deficits in skills; enrichment for students who are performing at or above level
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists and District Monitoring Team
	Formative		

	Nov	Feb	May
	45%	65%	

Strategy 6 Details	Formative Reviews		

Strategy 6: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Activities during Closing the Gap.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists and District Monitoring Team
	Formative		

	Nov	Feb	May
	30%	75%	

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: Salaries: Classroom reduction teachers will be utilized in grades 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. An additional Behavior Interventionist will provide social-emotional lessons and work to keep students in class as much as possible. A Science Instructional Specialist will assist and support teachers in ensuring that effective and hands on instruction is taking place in our Science classrooms. 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. 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. 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, and we will subscribe to reading materials. Parent and Family Engagement: We will support student achievement through enhanced communications with parents, including via electronic newsletter. **Staff Responsible for Monitoring:** Principal	40%	75%	

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.
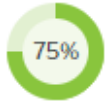
Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: Before/After School Tutoring and Saturday Camps - Teachers will provide targeted tutoring intervention before school to specific students. We will also hold Saturday Camps and after school camps to specific students who need additional intervention on specific skills.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students will increase their IRL by two or more reading levels. Students will increase their Math checkpoint score by 5% each consecutive checkpoint. Students will show growth on MAP testing and STAAR testing (4th and 5th grade). **Staff Responsible for Monitoring:** Principal	30%	70%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Extended Instructional Time (Closing the Gaps): A reading interventionist will pull a small group of students using SIPPS curriculum or other designated intervention materials.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students will increase their IRL by two or more reading levels. Students will increase their Math checkpoint score by 5% each consecutive checkpoint. Students will show growth on MAP testing and STAAR testing (4th and 5th grade). **Staff Responsible for Monitoring:** Principal	30%	75%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Development: Teachers will be provided training and materials for planning specific to their content area.	Formative		
Strategy's Expected Result/Impact: Instruction and planning will be effective and evident in lesson plans and small group instruction. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	30%	70%	

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

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk. We will purchase supplies for Extended Day tutoring as well as Saturday camps. We will also use the funds to pay for extra duty for Saturday camps.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table **Staff Responsible for Monitoring:** Principal	30%	75%	
	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 current school year, 100% of the district's safety policies will be implemented.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Project safety lessons on anti-bullying and drug awareness will be taught each month, along with classroom guidance from our school counselors. Our Bringing Out the Best Character Education lessons will be taught monthly and students demonstrating that trait will be recognized.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Decreased number of office referrals and reports of bullying. **Staff Responsible for Monitoring:** Teachers and administrators	30%	65%	
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Conduct Emergency Safety Drills: Fire (monthly 9 total), Evacuate non-fire (Fall 1), Lockdown (Yearly 2), Secure (Yearly 1), Shelter Weather (Yearly 1), and Shelter Hazmat (Yearly 1) throughout the year.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Administration	50%	60%	

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 current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	50%	50%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	50%	50%	

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: The campus will use restorative discipline practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will use PBIS Lessons and class meetings to teach skills and expectations.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Teachers and Administrators	30%	75%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. 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 and office referral being less than 5%. We will use PBIS Lessons and daily class meetings (Wildcat Welcome) to teach skills and expectations.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Teachers and administration	50%	50%	

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

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase to 98%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details		Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Teacher/paraprofessional attendance will increase by 1%.		**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.		**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Administration		30%	50%	
	0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Campus Book Studies, ASCD PD and district offered PD.	**Formative**		
Strategy's Expected Result/Impact: Teachers will grow as professionals and increase their craft.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principal and Instructional Specialists	30%	60%	
	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 current 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		
Strategy 1: 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 bi-monthly newsletter to families.)	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. **Staff Responsible for Monitoring:** Administration and teachers	50%	75%	
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

2023-2024 CPOC

Committee Role	Name	Position
District-level Professional	Linda Mack	District rep
Paraprofessional #1	Yuleidy Hernandez	Paraprofessional #1
Community Member #1	Brenda Gorostieta	Community Member #1
Parent #1	Desiray Francis	Parent #1
Administrator (LEA) #2	Sarah Parker	Administrator (LEA) #2
Administrator (LEA) #1	Kerri Dale	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #1	Jennifer Baldree	Dyslexia Teacher
Teacher #8	Karisa Stokley	5th gr Teacher
Teacher #7	Emily Harris	4th gr Teacher
Teacher #6	Mona Elhalabi	3rd gr Teacher
Teacher #5	Kathryn Hulsebosch	2nd gr Teacher
Teacher #4	Aaron Davis	1st gr Teacher
Teacher #3	Denise Renteria	Kinder Teacher
Teacher #2	Karla Willis	Special Ed Teacher
Teacher #1	Yesenia Salas	Art Teacher
Principal	Cathryn Jacobs	Principal

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	2023 Cluster	Student Group	Tested 2023	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					#	#	%	%	%	#	%	%	%	#	%	%	%
Math	3	Matzke	ES 5	All	143	94	66%	75%	68%	53	37%	45%	39%	16	11%	20%	12%
Math	3	Matzke	ES 5	Hispanic	69	46	67%	75%	68%	26	38%	45%	32%	11	16%	25%	6%
Math	3	Matzke	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Matzke	ES 5	Asian	8	7	88%	90%	100%	6	75%	80%	78%	*	*	*	67%
Math	3	Matzke	ES 5	African Am.	44	24	55%	60%	66%	12	27%	35%	49%	*	*	*	*
Math	3	Matzke	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Matzke	ES 5	White	15	11	73%	80%	71%	6	40%	50%	35%	*	*	*	*
Math	3	Matzke	ES 5	Two or More	7	6	86%	90%	*	*	*	*	*	*	*	*	*
Math	3	Matzke	ES 5	Eco. Dis.	104	64	62%	75%	65%	32	31%	45%	34%	10	10%	20%	11%
Math	3	Matzke	ES 5	Emergent Bilingual	27	17	63%	75%	59%	8	30%	45%	24%	*	*	*	*
Math	3	Matzke	ES 5	At-Risk	64	35	55%	60%	58%	21	33%	45%	22%	6	9%	20%	7%
Math	3	Matzke	ES 5	SPED	17	6	35%	45%	43%	*	*	*	*	*	*	*	*
Math	4	Matzke	ES 5	All	166	103	62%	70%	66%	60	36%	45%	36%	23	14%	25%	14%
Math	4	Matzke	ES 5	Hispanic	91	57	63%	75%	67%	33	36%	45%	45%	9	10%	20%	18%
Math	4	Matzke	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Matzke	ES 5	Asian	13	9	69%	75%	88%	9	69%	75%	63%	5	38%	45%	*
Math	4	Matzke	ES 5	African Am.	42	18	43%	55%	57%	9	21%	35%	16%	5	12%	25%	*
Math	4	Matzke	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Matzke	ES 5	White	15	14	93%	95%	79%	7	47%	55%	43%	*	*	*	*
Math	4	Matzke	ES 5	Two or More	5	5	100%	100%	78%	*	*	*	*	*	*	*	*
Math	4	Matzke	ES 5	Eco. Dis.	127	70	55%	65%	62%	42	33%	45%	32%	16	13%	25%	12%
Math	4	Matzke	ES 5	Emergent Bilingual	43	23	53%	65%	59%	12	28%	40%	41%	*	*	*	*
Math	4	Matzke	ES 5	At-Risk	113	54	48%	55%	54%	26	23%	35%	29%	7	6%	15%	11%
Math	4	Matzke	ES 5	SPED	20	*	*	*	38%	*	*	*	*	*	*	*	*
Math	5	Matzke	ES 5	All	129	94	73%	80%	57%	45	35%	45%	33%	11	9%	20%	6%
Math	5	Matzke	ES 5	Hispanic	65	48	74%	80%	61%	20	31%	40%	31%	7	11%	20%	*
Math	5	Matzke	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Matzke	ES 5	Asian	13	10	77%	85%	77%	7	54%	65%	62%	*	*	*	*
Math	5	Matzke	ES 5	African Am.	26	16	62%	75%	34%	6	23%	35%	15%	*	*	*	*
Math	5	Matzke	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Matzke	ES 5	White	20	15	75%	80%	93%	10	50%	60%	73%	*	*	*	*
Math	5	Matzke	ES 5	Two or More	5	5	100%	100%	*	*	*	*	*	*	*	*	*
Math	5	Matzke	ES 5	Eco. Dis.	98	70	71%	80%	51%	33	34%	45%	25%	9	9%	20%	*
Math	5	Matzke	ES 5	Emergent Bilingual	35	23	66%	75%	59%	10	29%	35%	26%	*	*	*	*
Math	5	Matzke	ES 5	At-Risk	98	65	66%	75%	47%	26	27%	35%	21%	7	7%	15%	*

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	2023 Cluster	Student Group	Tested 2023	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					#	#	%	%	%	#	%	%	%	#	%	%	%
Math	5	Matzke	ES 5	SPED	15	7	47%	55%	19%	*	*	*	*	*	*	*	*
Reading	3	Matzke	ES 5	All	144	111	77%	80%	76%	77	53%	60%	50%	29	20%	25%	24%
Reading	3	Matzke	ES 5	Hispanic	69	52	75%	80%	75%	35	51%	60%	44%	15	22%	25%	18%
Reading	3	Matzke	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Matzke	ES 5	Asian	8	8	100%	100%	100%	7	88%	90%	89%	*	*	*	56%
Reading	3	Matzke	ES 5	African Am.	45	35	78%	80%	71%	22	49%	55%	51%	8	18%	25%	29%
Reading	3	Matzke	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Matzke	ES 5	White	15	10	67%	80%	82%	7	47%	55%	65%	*	*	*	29%
Reading	3	Matzke	ES 5	Two or More	7	6	86%	90%	83%	6	86%	90%	*	*	*	*	*
Reading	3	Matzke	ES 5	Eco. Dis.	105	79	75%	80%	74%	51	49%	55%	47%	19	18%	25%	22%
Reading	3	Matzke	ES 5	Emergent Bilingual	27	19	70%	75%	64%	12	44%	55%	33%	5	19%	25%	*
Reading	3	Matzke	ES 5	At-Risk	65	43	66%	75%	64%	29	45%	55%	31%	14	22%	25%	11%
Reading	3	Matzke	ES 5	SPED	17	6	35%	40%	43%	*	*	*	*	*	*	*	*
Reading	4	Matzke	ES 5	All	167	126	75%	80%	79%	56	34%	50%	42%	23	14%	20%	16%
Reading	4	Matzke	ES 5	Hispanic	91	71	78%	80%	78%	29	32%	45%	42%	9	10%	20%	15%
Reading	4	Matzke	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Matzke	ES 5	Asian	13	10	77%	80%	88%	8	62%	75%	75%	*	*	*	*
Reading	4	Matzke	ES 5	African Am.	43	28	65%	75%	75%	9	21%	30%	37%	5	12%	20%	14%
Reading	4	Matzke	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Matzke	ES 5	White	15	12	80%	85%	86%	8	53%	65%	36%	*	*	*	*
Reading	4	Matzke	ES 5	Two or More	5	5	100%	100%	89%	*	*	*	56%	*	*	*	*
Reading	4	Matzke	ES 5	Eco. Dis.	128	92	72%	80%	79%	38	30%	40%	36%	14	11%	20%	13%
Reading	4	Matzke	ES 5	Emergent Bilingual	43	30	70%	75%	64%	12	28%	35%	29%	*	*	*	*
Reading	4	Matzke	ES 5	At-Risk	114	79	69%	75%	69%	25	22%	35%	26%	7	6%	15%	10%
Reading	4	Matzke	ES 5	SPED	20	7	35%	40%	55%	*	*	*	16%	*	*	*	*
Reading	5	Matzke	ES 5	All	130	111	85%	90%	69%	68	52%	55%	40%	26	20%	25%	19%
Reading	5	Matzke	ES 5	Hispanic	65	58	89%	95%	74%	40	62%	70%	40%	12	18%	25%	20%
Reading	5	Matzke	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Matzke	ES 5	Asian	13	12	92%	95%	77%	9	69%	75%	54%	5	38%	45%	*
Reading	5	Matzke	ES 5	African Am.	27	21	78%	85%	50%	8	30%	40%	27%	*	*	*	13%
Reading	5	Matzke	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Matzke	ES 5	White	20	17	85%	90%	87%	10	50%	60%	60%	7	35%	45%	*
Reading	5	Matzke	ES 5	Two or More	5	*	*	*	86%	*	*	*	*	*	*	*	*
Reading	5	Matzke	ES 5	Eco. Dis.	99	82	83%	90%	65%	49	49%	55%	34%	15	15%	25%	16%
Reading	5	Matzke	ES 5	Emergent Bilingual	35	30	86%	90%	70%	18	51%	60%	28%	6	17%	25%	*

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	2023 Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level
Reading	5	Matzke	ES 5	At-Risk	98	80	82%	90%	60%	48	49%	55%	29%	16	16%	25%	11%
Reading	5	Matzke	ES 5	SPED	15	7	47%	55%	33%	*	*	*	*	*	*	*	*
Science	5	Matzke	ES 5	All	130	84	65%	75%	50%	40	31%	40%	20%	15	12%	20%	7%
Science	5	Matzke	ES 5	Hispanic	65	42	65%	75%	51%	21	32%	40%	21%	6	9%	20%	*
Science	5	Matzke	ES 5	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Matzke	ES 5	Asian	13	10	77%	85%	69%	8	62%	75%	*	*	*	*	*
Science	5	Matzke	ES 5	African Am.	27	13	48%	60%	33%	*	*	*	*	*	*	*	*
Science	5	Matzke	ES 5	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Matzke	ES 5	White	20	16	80%	90%	73%	8	40%	45%	53%	5	25%	35%	33%
Science	5	Matzke	ES 5	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Matzke	ES 5	Eco. Dis.	99	58	59%	60%	42%	28	28%	35%	13%	8	8%	20%	*
Science	5	Matzke	ES 5	Emergent Bilingual	35	20	57%	65%	46%	9	26%	35%	11%	*	*	*	*
Science	5	Matzke	ES 5	At-Risk	98	55	56%	65%	37%	21	21%	35%	11%	*	*	*	*
Science	5	Matzke	ES 5	SPED	15	6	40%	50%	*	*	*	*	*	*	*	*	*

CYPRESS-FAIRBANKS ISD
Standard Expectations

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

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

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

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

Elementary Content Area
Standard Expectations

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

Mathematics
- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using ST Math Puzzle Talks, Number Talks, Math Talks, CFISD Fact Fluency Plan, ORIGO Box of Facts, and other content conversation routines.
    o "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)
    o 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:
    o Use Chromebook devices to engage in digital creation and collaboration
    o Incorporate the use of digital tools such as ST Math, Gizmos, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
    o Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
    o Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.
    o 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 district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K- 5)

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

Visual Arts (K–5)

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