Cypress-Fairbanks Independent School District

Matzke Elementary School

2025-2026

Mission Statement

Cypress-Fairbanks Independent School District's Mission Statement

Equip students today to impact tomorrow.

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

Create a thriving educational community where each student's full potential is cultivated, realized, and celebrated to ensure lifelong success.

Student Achievement

Student Achievement Strengths

Our Accountability Rating increased from a D to a B! All three domains had positive gains from 2023-2024 to 2024-2025, most notably Domain 3, Closing the Gap, increased by 13 points. Our reading scores had positive gains in all three grade levels and in the Meets and Masters levels. We had gains in Math at both the Meets and Masters levels and saw and increase in Science at the Approaches level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: Our African American and Two or More Races groups performed 10% lower on Reading than our highest performing group.
Root Cause: Instructional Focus Root Cause #1: Teachers will implement differentiated, small group instruction for students based on their academic needs. Teachers will have a focused planning time each week to discuss and model lessons.

Problem Statement 2: Instructional Focus Problem #2: Our African American and Two or More Races groups performed 19% lower on Math than our highest performing group.
Root Cause: Instructional Focus Root Cause #2: Teachers will implement small group instruction with frequent reteaching to fill in the gaps of missing math skills. Teacher will have focused planning time each week to discuss and model lessons.

Problem Statement 3: Our campus wide attendance was 94% for the 2024-2025 school year, the goal is 95% or higher.
Root Cause: Need to make more parent contact when there are excessive absences and create attendance contracts when needed.

Problem Statement 4: Instructional Focus Problem #3: There was a lack of hands on instruction in some Science classrooms that resulted in a lack of improvement in the Meets and Masters performance levels.
Root Cause: Instructional Focus Root Cause #3: : 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. We will provide hands on opportunities when lesson allows for it.

Problem Statement 5: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps.
Root Cause: Need to deepen economically disadvantaged/at-risk student academic understandings/build schema and need to provide supplemental staffing support such as: 2 Class Size Reduction Teachers (5th grade) 2 Behavior Specialists 1 Paraprofessional

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.

During the 2024-2025 school year, we had almost 50% of our students earn their Leader of The Pack Badge which indicates that the majority of students are consistently demonstrating our school expectations.

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: Our campus wide attendance was 94% for the 2024-2025 school year, the goal is 95% or higher.
Root Cause: Need to make more parent contact when there are excessive absences and create attendance contracts when needed.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Our Employee Perception Survey indicates that over 95% of the staff feel that there are opportunities for them to think for themselves and grow as a professional. 100% of staff feel that quality work is expected from them and they have accessible information related to their job.

Overall the overwhelming majority feel safe at work and feel valued as a contributing member of our school community.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Several staff members (4 total) indicated that they did no feel there were opportunities to discuss concerns with campus administration.
Root Cause: Campus administration will be available as often as possible with an "open door" policy to ensure staff members have an opportunity to discuss concerns. A Team Leader committee was established this school year and will meet once a month with campus admin.

Family and Community Engagement

Family 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. 92% of our parents reported that they have opportunity to provide feedback and share ideas regarding our Parent Engagement Policy. 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. This year we will continue our family volunteer program, Big Cats on Campus.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: We have few opportunities for parents to volunteer at special events on campus.
Root Cause: We will establish a VIPS Committee this year which will provide more opportunities for engagement.

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details	Reviews			
Strategy 1: Instructional Focus: Increase student achievement in Reading; specifically in our African American and 2 or More Races groups.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy: 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. **Strategy's Expected Result/Impact:** Increase in Approaches, Meets and Masters levels **Staff Responsible for Monitoring:** Instructional Leadership Team (Principal, AP's, ISs)	Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Instructional Focus: Increase student achievement in Math	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy: 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. **Strategy's Expected Result/Impact:** Increase in Approaches, Meets and Masters levels **Staff Responsible for Monitoring:** Instructional Leadership Team (Principal, AP's, ISs)	Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Instructional Focus: Increase student achievement in Science	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy: 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. We will provide hands on opportunities when lesson allows for it. **Strategy's Expected Result/Impact:** Increase in Approaches, Meets and Masters levels **Staff Responsible for Monitoring:** Instructional Leadership Team (Principal, AP's, ISs)	Moderate Progress			

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

Strategy 5 Details	Reviews			
Strategy 5: 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:	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education. **Staff Responsible for Monitoring:** Principal	Some Progress			

Strategy 6 Details	Reviews			
Strategy 6: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Salaries: Two class size reduction teachers will be utilized in 5th grade 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. Two Behavior Specialists will provide social-emotional lessons and work to keep students in class as much as possible. An additional paraprofessional in PE will provide support so that students are engaged in active participation and are safe. Title 1 Salaried Staff Substitute: Allocated for staff who require a sub to continue student learning and minimize class disruptions. 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	Considerable			

Strategy 7 Details	Reviews			
Strategy 7: Improving Student Engagement: We will implement two additional programs to offer students as a part after-school engagement. (ie Running Club, Percussion, Social-Emotional Group)	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Increased student engagement **Staff Responsible for Monitoring:** Administration Team	Some Progress			

Strategy 8 Details	Reviews			
Strategy 8: Improving Student Engagement: We will showcase student engagement opportunities (established and new programs) so that more students will have an opportunity to learn about and be a part of.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Increased student engagement **Staff Responsible for Monitoring:** Administration Team	Some Progress			

Strategy 9 Details	Reviews			
Strategy 9: Before/After School Program: Before/After School tutoring. Teachers will provide targeted tutoring intervention before or after school to specific students. **Strategy's Expected Result/Impact:** Students will show growth on MAP testing and STAAR testing. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	No Progress			

⬤ No Progress ⭕ Accomplished ➡️ Continue/Modify ❌ Discontinue

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

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

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will need to implement differentiated, small group instruction for students based on their academic needs.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Increase in percentage of students who meet their RIT score or show growth **Staff Responsible for Monitoring:** Instructional Leadership Team	Moderate Progress			
⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue				

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will discuss and implement best practices for AMIRA usage in the classroom.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased percentage of students engaging with AMIRA and achieve mastery. **Staff Responsible for Monitoring:** Instructional Leadership Team	**Nov**	**Feb**	**May**	**June**
	Moderate Progress			
○ No Progress　　◯ Accomplished　　➡ Continue/Modify　　✖ Discontinue				

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will discuss and implement best practices for AMIRA usage in the classroom.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased percentage of students engaging with AMIRA and achieve mastery. **Staff Responsible for Monitoring:** Instructional Leadership Team	**Nov**	**Feb**	**May**	**June**
	Moderate Progress			

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details		Reviews			
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
		No Progress			

No Progress   Accomplished   → Continue/Modify   ✗ Discontinue

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Campus Safety: Our Bringing Out the Best Character Education and anti-bullying lessons will be taught monthly and students demonstrating that trait will be recognized. These lessons are in conjunction with our guidance lessons taught by our counselors.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Decreased number of office referrals and reports of bullying. **Staff Responsible for Monitoring:** Teachers and administrators	Moderate Progress			
Strategy 2 Details	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. Conduct Weekly Exterior Door Sweeps.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Administration	Moderate Progress			
	No Progress	Accomplished	Continue/Modify	Discontinue

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

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

    Evaluation Data Sources: Student attendance records

Strategy 1 Details		Reviews			
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal		Nov	Feb	May	June
		Moderate Progress			
Strategy 2 Details		Reviews			
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)		**Formative**			**Summative**
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal		Nov	Feb	May	June
		Moderate Progress			
No Progress Accomplished → Continue/Modify ✕ Discontinue					

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

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	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**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Teachers and Administrators	Moderate Progress			

Strategy 2 Details	Reviews			
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. 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**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Teachers and administration	Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee	Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s)	**Nov**	**Feb**	**May**	**June**
	No Progress			

No Progress   Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 1: 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				Reviews			
Strategy 1: Teacher/Paraprofessional Attendance: Teacher/paraprofessional attendance will increase by 1%.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** Administration				**Nov**	**Feb**	**May**	**June**
				Some Progress			

No Progress   Accomplished   → Continue/Modify   ✖ Discontinue

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

Performance Objective 2: 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		Reviews			
Strategy 1: High-Quality Professional Development: Campus Book Studies, WiddyUP and district offered PD.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will grow as professionals and increase their craft. **Staff Responsible for Monitoring:** Principal, Assistant Principal and Instructional Specialists		**Nov**	**Feb**	**May**	**June**
		Moderate Progress			
	No Progress	Accomplished	Continue/Modify	Discontinue	

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Improving Social Media Presence: We will have at least one post weekly on all 3 sites (FB, IG and X) that focuses on academics.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved awareness of events and progress being made on campus. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**	**June**
	Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Improving Social Media Presence: We will at least one monthly post that specifically focuses on community engagement and/or student recognition.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved awareness of events and progress being made on campus. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**	**June**
	Moderate Progress			
Strategy 3 Details	Reviews			
Strategy 3: Improving Parent and Community Engagement: Provide ways for parents to be involved other than the "regular" activities, primarily by establishing a VIPS committee.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parental involvement. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**	**June**
	No Progress			

Strategy 4 Details	Reviews			
Strategy 4: Improving Parent and Community Engagement: Communicate opportunities via SchoolMessenger, School Newsletter and Social Media. **Strategy's Expected Result/Impact:** Increased parental involvement **Staff Responsible for Monitoring:** Principal	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Moderate Progress			

No Progress   Accomplished   → Continue/Modify   ✖ Discontinue

CPOC

Committee Role	Name	Position
Principal	Cathryn Jacobs	Principal (there is only one principal)
Teacher #1	Zoey Emblen	Art Teacher
Teacher #2	Kelsey Kohler	Kindergarten/ECSE Teacher
Teacher #3	Karla Willis	Special Ed Teacher
Teacher #4	Aaron Davis	1st Gr Teacher
Teacher #5	Nicole Martinez	2nd Gr Teacher
Teacher #6	Veronica Salinas	3rd Gr Teacher
Teacher #7	Mona Elhalabi	4th Gr Teacher
Teacher #8	Karisa Stokley	5th Gr Teacher
Other School Leader (nonteaching Professional #1)	Betsy Janese	Dyslexia Teacher
Other School Leader (nonteaching professional #2)	Alanna Dissake	Assistant Principal
Other School Leader (nonteaching professional #3)	Sarah Parker	Assistant Principal
Other School Leader (nonteaching professional #4)	3 3	Other School Leader (nonteaching professional #4)
Paraprofessional #1	Yuleidy Hernandez	Campus Secretary
Paraprofessional #2	Paraprofessional 2	Paraprofessional #2
Administrator (LEA) #1	Donna Tovalin	District Coach
Administrator (LEA) #2	Liz DeLeon	District Coach
Parent #1	Desiray Francis	Parent
Parent #2	4 4	Parent #2
Community Member #1	Cherise Merritt	Community Member #1
Community Member #2	5 5	Community Member #2
Business Representative #1	Business Representative 1	Business Representative #1
Business Representative #2	6 6	Business Representative #2
No charter schools in LEA	N/A N/A	No charter schools in LEA
No Tribal Associations in LEA	N/A N/A	No Tribal Associations in LEA

Addendums

Campus Matzke

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	**2025-26**	2026-27	2027-28	2028-29
Approaches or Above	71%	73%	75%	77%	79%
Meets or Above	41%	44%	47%	50%	53%
Masters Grade Level	17%	20%	23%	26%	29%

2025-26	Target Check
82%	Met District Strategic Target
53%	Met District Strategic Target
30%	Met District Strategic Target

3rd Grade Early Childhood Reading Board Outcome Goal (Meet or Higher)					
	2024-25	**2025-26**	2026-27	2027-28	2028-29
All	57%	59%			
African Am.	52%	54%			
Two or More	67%	69%			
Eco. Dis.	51%	53%			
EB	37%	39%			
SPED	29%	31%			
Highly Mobile	0%	2%			
High Focus	52%	54%			

2025-26	Target Check
60%	Met Reading Board Outcome Target
56%	Met Reading Board Outcome Target
75%	Met Reading Board Outcome Target
53%	Met Reading Board Outcome Target
40%	Met Reading Board Outcome Target
29%	Did not meet Reading Target
*	Met Reading Board Outcome Target
55%	Met Reading Board Outcome Target

3rd Grade Early Childhood Math Board Outcome Goal (Meet or Higher)					
	2024-25	**2025-26**	2026-27	2027-28	2028-29
All	37%	39%			
African Am.	31%	33%			
Two or More	50%	52%			
Eco. Dis.	33%	35%			
EB	42%	44%			
SPED	16%	18%			
Highly Mobile	0%	2%			
High Focus	32%	34%			

2025-26	Target Check
50%	Met Math Board Outcome Target
40%	Met Math Board Outcome Target
50%	Did not meet Math Target
50%	Met Math Board Outcome Target
50%	Met Math Board Outcome Target
20%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
40%	Met Math Board Outcome Target

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

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

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count 2026 #	2025 Approaches or Above %	2026 Approaches or Above #	2026 Approaches Target %	2025 Meets or Above %	2026 Meets or Above #	2026 Meets Target %	2025 Masters Grade Level %	2026 Masters Grade Level #	2026 Masters Target %
Reading	3	Matzke	ES5	All	134	80%	113	84%	57%	80	60%	27%	40	30%
Reading	3	Matzke	ES5	Hispanic	69	82%	59	86%	56%	40	58%	25%	21	30%
Reading	3	Matzke	ES5	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Reading	3	Matzke	ES5	Asian	5	100%	5	100%	63%	4	80%	*	2	40%
Reading	3	Matzke	ES5	African Am.	43	76%	35	81%	52%	24	56%	18%	9	21%
Reading	3	Matzke	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Matzke	ES5	White	12	71%	10	83%	65%	8	67%	47%	6	50%
Reading	3	Matzke	ES5	Two or More	4	*	3	75%	*	3	75%	*	1	25%
Reading	3	Matzke	ES5	Eco. Dis.	32	76%	25	78%	51%	17	53%	25%	10	31%
Reading	3	Matzke	ES5	EB	40	79%	32	80%	37%	16	40%	*	12	30%
Reading	3	Matzke	ES5	At-Risk	48	65%	35	73%	38%	21	44%	12%	7	15%
Reading	3	Matzke	ES5	SPED	35	50%	18	51%	29%	10	29%	*	5	14%
Reading	3	Matzke	ES5	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Matzke	ES5	High Focus	116	76%	93	80%	52%	64	55%	25%	35	30%
Reading	4	Matzke	ES5	All	155	84%	136	88%	57%	93	60%	25%	47	30%
Reading	4	Matzke	ES5	Hispanic	91	78%	76	84%	57%	54	59%	27%	27	30%
Reading	4	Matzke	ES5	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Matzke	ES5	Asian	8	100%	8	100%	83%	7	88%	*	3	38%
Reading	4	Matzke	ES5	African Am.	37	89%	35	95%	57%	22	59%	21%	11	30%
Reading	4	Matzke	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Matzke	ES5	White	15	88%	14	93%	50%	8	53%	*	5	33%
Reading	4	Matzke	ES5	Two or More	4	*	3	75%	*	2	50%	*	1	25%
Reading	4	Matzke	ES5	Eco. Dis.	103	80%	85	83%	53%	57	55%	21%	26	25%
Reading	4	Matzke	ES5	EB	35	71%	26	74%	41%	16	46%	15%	7	20%
Reading	4	Matzke	ES5	At-Risk	43	77%	34	79%	42%	19	44%	13%	7	16%
Reading	4	Matzke	ES5	SPED	36	60%	23	64%	17%	7	19%	*	3	8%
Reading	5	Matzke	ES5	All	161	72%	129	80%	49%	81	50%	22%	48	30%
Reading	5	Matzke	ES5	Hispanic	84	76%	70	83%	53%	46	55%	25%	28	33%
Reading	5	Matzke	ES5	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	5	Matzke	ES5	Asian	7	*	6	86%	*	4	57%	*	2	29%
Reading	5	Matzke	ES5	African Am.	50	67%	37	74%	41%	20	40%	13%	12	24%
Reading	5	Matzke	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Matzke	ES5	White	15	73%	12	80%	53%	9	60%	*	5	33%
Reading	5	Matzke	ES5	Two or More	5	*	4	80%	*	2	40%	*	1	20%
Reading	5	Matzke	ES5	Eco. Dis.	115	68%	86	75%	40%	57	50%	18%	29	25%
Reading	5	Matzke	ES5	EB	51	59%	33	65%	31%	20	39%	*	20	39%
Reading	5	Matzke	ES5	At-Risk	96	57%	58	60%	35%	38	40%	16%	19	20%
Reading	5	Matzke	ES5	SPED	37	41%	17	46%	22%	9	24%	*	10	27%
Math	3	Matzke	ES5	All	134	68%	107	80%	37%	67	50%	18%	40	30%
Math	3	Matzke	ES5	Hispanic	69	66%	56	81%	35%	37	54%	15%	21	30%
Math	3	Matzke	ES5	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Math	3	Matzke	ES5	Asian	5	88%	5	100%	*	3	60%	*	2	40%
Math	3	Matzke	ES5	African Am.	43	69%	33	77%	31%	17	40%	16%	10	23%
Math	3	Matzke	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Matzke	ES5	White	12	71%	9	75%	53%	7	58%	35%	5	42%
Math	3	Matzke	ES5	Two or More	4	*	3	75%	*	2	50%	*	1	25%
Math	3	Matzke	ES5	Eco. Dis.	90	64%	63	70%	33%	45	50%	15%	18	20%

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count 2026	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					#	%	#	%	%	#	%	%	#	%
Math	3	Matzke	ES5	EB	40	63%	28	70%	42%	20	50%	*	12	30%
Math	3	Matzke	ES5	At-Risk	48	51%	25	52%	22%	14	29%	*	7	15%
Math	3	Matzke	ES5	SPED	35	37%	14	40%	16%	7	20%	*	3	9%
Math	3	Matzke	ES5	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Matzke	ES5	High Focus	116	65%	81	70%	32%	46	40%	15%	23	20%
Math	4	Matzke	ES5	All	155	65%	124	80%	43%	78	50%	20%	47	30%
Math	4	Matzke	ES5	Hispanic	91	68%	76	84%	41%	46	51%	21%	28	31%
Math	4	Matzke	ES5	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Matzke	ES5	Asian	8	83%	7	88%	83%	4	50%	*	3	38%
Math	4	Matzke	ES5	African Am.	37	60%	27	73%	43%	19	51%	13%	10	27%
Math	4	Matzke	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Matzke	ES5	White	15	69%	11	73%	44%	7	47%	*	5	33%
Math	4	Matzke	ES5	Two or More	4	*	3	75%	*	2	50%	*	1	25%
Math	4	Matzke	ES5	Eco. Dis.	103	60%	67	65%	36%	51	50%	20%	31	30%
Math	4	Matzke	ES5	EB	35	56%	21	60%	28%	17	49%	*	10	29%
Math	4	Matzke	ES5	At-Risk	43	55%	26	60%	25%	22	51%	9%	13	30%
Math	4	Matzke	ES5	SPED	36	50%	20	56%	18%	9	25%	*	2	6%
Math	5	Matzke	ES5	All	161	63%	129	80%	34%	81	50%	15%	49	30%
Math	5	Matzke	ES5	Hispanic	84	67%	67	80%	41%	42	50%	18%	26	31%
Math	5	Matzke	ES5	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	Matzke	ES5	Asian	7	*	6	86%	*	4	57%	*	2	29%
Math	5	Matzke	ES5	African Am.	50	56%	40	80%	19%	25	50%	*	15	30%
Math	5	Matzke	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Matzke	ES5	White	15	73%	12	80%	40%	7	47%	*	5	33%
Math	5	Matzke	ES5	Two or More	5	*	4	80%	*	3	60%	*	1	20%
Math	5	Matzke	ES5	Eco. Dis.	115	60%	75	65%	31%	57	50%	13%	29	25%
Math	5	Matzke	ES5	EB	51	48%	28	55%	28%	25	49%	*	15	29%
Math	5	Matzke	ES5	At-Risk	96	49%	53	55%	21%	29	30%	10%	28	29%
Math	5	Matzke	ES5	SPED	37	39%	17	46%	*	15	41%	*	5	14%
Science	5	Matzke	ES5	All	161	56%	129	80%	18%	80	50%	6%	48	30%
Science	5	Matzke	ES5	Hispanic	84	58%	72	86%	19%	46	55%	6%	25	30%
Science	5	Matzke	ES5	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	Matzke	ES5	Asian	7	*	6	86%	*	5	71%	*	2	29%
Science	5	Matzke	ES5	African Am.	50	47%	35	70%	13%	18	36%	*	15	30%
Science	5	Matzke	ES5	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Matzke	ES5	White	15	73%	12	80%	*	9	60%	*	5	33%
Science	5	Matzke	ES5	Two or More	5	*	4	80%	*	2	40%	*	1	20%
Science	5	Matzke	ES5	Eco. Dis.	115	47%	63	55%	15%	29	25%	5%	35	30%
Science	5	Matzke	ES5	EB	51	34%	23	45%	*	15	29%	*	15	29%
Science	5	Matzke	ES5	At-Risk	96	42%	48	50%	9%	14	15%	*	24	25%
Science	5	Matzke	ES5	SPED	37	29%	13	35%	*	6	16%	*	9	24%

2025-2026 Elementary Content Area
Standard Expectations

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

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

Science

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

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

Elementary Physical Education/Health (K–5)

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

Elementary Music (K–5)

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

Visual Arts (K–5)

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