Cypress-Fairbanks Independent School District

Matzke Elementary School

2022-2023

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

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

The campus used the following process to conduct the comprehensive needs assessment: In May of 2022, CPOC reviewed effectiveness of strategies implemented in the 21-22 school year as well as gave input on Title 1 funds for 22-23. The council also provided input for strategies for 2022-23 school year. In September of 2022, the new CPOC met and reviewed last year's strategies, STAAR data, discipline data and Title 1 funds.

The comprehensive needs assessment was reviewed and/or revised on the following dates: May 21, 2022 and September 27, 2022.

In summary, the comprehensive needs assessment denotes the following: The top needs identified were ensuring that good first instruction is taking place every day. Incorporating small group instruction in all grade levels and content areas was also found to be a top need. The data also showed that providing opportunities for extended day learning (tutoring and Saturday camps) is also a need.

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

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

The Campus Performance Objective Council (CPOC) met on **May 21, 2022** and **September 27, 2022** to develop the CNA and the strategies. Those meetings were held in the **Matzke Elementary Art Room** starting at **8:00 a.m.**. Documentation of the process includes meeting minutes, PowerPoint and/or supporting documents, and sign in sheets. The list of stakeholders involved (including their roles) is included at the back of the Campus Improvement Plan.

During the meetings we: Matzke CPOC was able to review CIP from 21-22 school year as well as allocated funds for various programs and supplies purchased. We reviewed the Employee Perception Survey and attendance rates for students and staff. CPOC gave input on CIP strategies and funding for 22-23 school year. During the Sept. 2022 meeting, we reviewed STAAR data from Spring 2022 as well as attendance and budget.

Based on feedback from the committee, the campus has the following priorities for the current school year:

- RLA: Our African American passing percentages were lower than the other populations in all grade levels and categories (Approaches, Meets and Masters).
- Math: Our African American and Emergent Bilingual passing percentages were lower than the other populations in all grade levels and categories (Approaches, Meets and Masters).
- Science: Our African American passing percentages were lower than the other populations in all grade levels and categories (Approaches, Meets and Masters).

The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

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

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

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

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

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

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

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

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

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

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

Student Achievement

Student Achievement Strengths

Reading:

- 3rd Grade: Approaches level: Asian (85%) and White (93%) groups
- 5th Grade: Approaches level: Asian (91%); Meets Level: White (50%)

Math:

- 3rd Grade: Approaches level: Asian (92%) and White (93%); Masters Level: Asian (31%) and White (40%)
- 5th Grade: Approaches level: Asian (91%); Meets Level: Asian (85%); Masters Level: Asian (55%)

Science:

- 5th Grade: Approaches level: Asian (91%); Meets Level: Asian (82%)

Problem Statements Identifying Student Achievement Needs

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

Problem Statement 2: Math: Our African American and Emergent Bilingual passing percentages were lower than the other populations in all grade levels and categories (Approaches, Meets and Masters). **Root Cause:** Math: Need to implement small group teaching with frequent reteaching to fill the gaps.

Problem Statement 3: Science: Our African American passing percentages were lower than the other populations in all grade levels and categories (Approaches, Meets and Masters). **Root Cause:** Science: We need to have more hands on experiences and exposure to Science Vocabulary.

Problem Statement 4: Students are beginning the 2022-23 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.

Problem Statement 6: Targeted Support Reading: Our Asian group did not meet the Target for Reading the last three years. **Root Cause:** Need to ensure we are tracking those students and addressing specific learning gaps in small group instruction and extended day learning.

Problem Statement 7: Targeted Support Math: Our Asian group did not meet the Target for Math the last three years. **Root Cause:** Need to ensure we are tracking those students and addressing specific learning gaps in small group instruction and extended day learning.

School Culture and Climate

School Culture and Climate Summary

Surveys (students)

Values

Beliefs

Equity-Opportunity and Equal Access

School Culture and Climate Strengths

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

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

practiced.

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

Problem Statements Identifying School Culture and Climate Needs

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

Parent and Community Engagement

Parent and Community Engagement Strengths

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

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

Problem Statements Identifying Parent and Community Engagement Needs

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

Goals

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

Performance Objective 1: Curriculum and Instruction & Accountability: By June 2023 students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Teachers will have consistent plans that differentiate instruction for students based on their 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%	100%
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Math: Teachers will consistently implement small group teaching weekly, with reteaching during Closing the Gap time to fill in the learning gaps. Temporary workers and Instructional Specialists will work with small groups as well in both a push-in and pull-out format. **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
	10%	75%	100%
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%	100%

Strategy 4 Details	Formative Reviews		

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

	Nov	Feb	May
	30%	50%	60%

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
	50%	75%	100%

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
	50%	75%	100%

Strategy 7 Details	Formative Reviews

	Formative		
Strategy 7: At-risk, African American and Emergent Bilingual, 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.	**Nov**	**Feb**	**May**

Strategy's Expected Result/Impact: As a Title I Campus, Matzke will implement the following measures.

Salaries: Classroom reduction teachers will be utilized in grades 2nd, 3rd 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.

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. We will also have two consultants working with our teachers. One for ELAR and one for Math. The consultants will model lessons as well as facilitate professional development.

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.

Library Books: Growing our school library inventory will provide more students an opportunity to check out books. One of our campus goals is to increase a love for literacy.

Parent and Family Engagement: We will support student achievement through enhanced communications with parents, including via electronic newsletter.

Staff Responsible for Monitoring: Teachers and administrators

Formative review values: Nov 40%, Feb 75%, May 100%

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

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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: Tutoring	**Formative**		
Strategy's Expected Result/Impact: Students will show at least 5% growth from their BOY DMP to the MOY DPM and show mastery on STAAR with a 70% or higher passing percentage. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	45%	75%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Before/After School Program: Saturday Camps - We will host Saturday Camps in the Spring for 4th and 5th graders for Reading, Math and/or Science. Students will participate in rotations that will review skills.	**Formative**		
Strategy's Expected Result/Impact: Students will show at least 5% growth from their BOY DMP to the MOY DPM and show mastery on STAAR with a 70% or higher passing percentage. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	40%	75%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Staffing: Core content area interventionist (reading)	**Formative**		
Strategy's Expected Result/Impact: Students in 1st -5th grades will demonstrate growth by at least two reading levels from the BOY to the EOY. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	40%	75%	100%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

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

Evaluation Data Sources: STAAR Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education (SCE): Provide supplementary support to students identified as at-risk.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal	50%	75%	100%
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

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

Performance Objective 4: Targeted Support: By the end of the 2022-23 school year, the campus will meet the Closing the Gaps targets in the following student group: Asian

    Evaluation Data Sources: STAAR data

    Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Reading: Identified students will be seen in a small group by their classroom teacher or Interventionist once a week and progress will be tracked.	Formative		
Strategy's Expected Result/Impact: Students will make steady growth in reading level.	Nov	Feb	May
Staff Responsible for Monitoring: Instructional Leadership Team and teachers.	35%	75%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Reading: Identified students will be invited to extended day learning (tutoring and Saturday Camps) and progress will be tracked.	Formative		
Strategy's Expected Result/Impact: Students will make steady growth in reading level.	Nov	Feb	May
Staff Responsible for Monitoring: Instructional Leadership Team and teachers.	50%	75%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Math: Identified students will be seen in a small group by their classroom teacher or Interventionist once a week and progress will be tracked.	Formative		
Strategy's Expected Result/Impact: Students will show steady growth in mastering skills taught.	Nov	Feb	May
Staff Responsible for Monitoring: Instructional Leadership Team and teachers.	35%	75%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Math: Identified students will be invited to extended day learning (tutoring and Saturday Camps) and progress will be tracked.	Formative		
Strategy's Expected Result/Impact: Students will show steady growth in mastering skills taught.	Nov	Feb	May
Staff Responsible for Monitoring: Instructional Leadership Team and teachers.	45%	75%	100%

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

Performance Objective 1: Student Safety: By the end of the 2022-23 school year, 100% of the district's safety policies will be implemented.

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

    Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: 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	45%	75%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Administration	40%	75%	100%

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

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

Performance Objective 2: Student Attendance: By the end of the 2022-23 school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Met Objective

Strategy 1 Details			Formative Reviews		
Strategy 1: Student Attendance: Teachers will monitor attendance and notify counselors and nurse if there is a concern.			**Formative**		
Strategy's Expected Result/Impact: Student attendance will remain at or exceed 98%.			Nov	Feb	May
Staff Responsible for Monitoring: Teachers, administration and registrar			40%	75%	100%
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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

Performance Objective 3: Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 5%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Restorative Discipline: Less than 10% of our student population will receive an office referral during the school year with the rate of recurrence for those students receiving 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: Discipline referrals will be decreased by 5%. **Staff Responsible for Monitoring:** Teachers and administration	30%	50%	75%

Strategy 2 Details	Formative Reviews		
Strategy 2: In School Suspensions: An in school suspension will be used as a last resort after exhausting all other restorative discipline strategies in the classroom. We utilize Closing the Gap time to have social skills groups as well as lunch groups with the counselors. We are conducting book studies with diverse authors/characters with some of our more challenging students.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: In-School Suspensions for SPED African American students will continue to be 5% **Staff Responsible for Monitoring:** Teachers and administration	40%	50%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Out of School Suspensions: An out of school suspension will be used as a last resort for students in 3rd-5th grade after exhausting all other restorative discipline strategies. We utilize lunch and recess time to have social skills groups as well as lunch groups with the counselors. We are conducting book studies with diverse authors/characters with some of our more challenging students.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 5%. **Staff Responsible for Monitoring:** Administrators	N/A	45%	75%

Strategy 4 Details	Formative Reviews		
Strategy 4: Special Opportunity School (SOS) Placements: A Mandatory SOS Placement will only be used as a last resort for students in 3rd-5th grade after exhausting all other restorative discipline strategies.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%. **Staff Responsible for Monitoring:** Teachers and administration	40%	75%	95%

Strategy 5 Details	Formative Reviews		
Strategy 5: Violence Prevention: We will use PBIS Lessons and class meetings to teach skills and expectations.	Formative		
Strategy's Expected Result/Impact: Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Teachers and Administrators	**Nov**	**Feb**	**May**
	50%	75%	100%

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 2022-23 school year, teacher/paraprofessional attendance will increase to 98%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Met Objective

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%. **Staff Responsible for Monitoring:** Administration	**Nov**	**Feb**	**May**
	15%	60%	100%
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 2022-23 school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Summative Evaluation: Exceeded Objective

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. **Staff Responsible for Monitoring:** Principal, Assistant Principal and Instructional Specialists	**Nov**	**Feb**	**May**
	50%	75%	100%

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

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

Performance Objective 1: By the end of the 2022-23 school year, parent and family engagement will increase by 5%.

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

Summative Evaluation: Met Objective

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

2022-2023 CPOC

Committee Role	Name	Position
Principal	Cathryn Jacobs	Principal
Classroom Teacher	Ruby Chapman	Teacher #1
Classroom Teacher	Terri Mullenix	Teacher #2
Classroom Teacher	Karla Willis	Teacher #3
Classroom Teacher	Denise Renteria	Teacher #4
Classroom Teacher	Aaron Davis	Teacher #5
Classroom Teacher	Mona Elhalabi	Teacher #6
Classroom Teacher	Renee Barnett	Teacher #7
Classroom Teacher	Karisa Stokley	Teacher #8
Non-classroom Professional	Christina Manriquez	Other School Leader #1
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Winona Lincoln	Administrator (LEA) #2
Parent	Lacey Green	Parent #1
Parent	Hayley Thompson	parent #2
Community Representative	Desiray Francis	Community Resident #1
Business Representative	Matt Greatens	Business Representative #1
Business Representative	Brenda Gorostieta	Business Representative #2
Paraprofessional	Yuleidy Hernandez	Paraprofessional #1
Classroom Teacher	Stephanie Balderas	Teacher #9

Addendums

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

Content	Gr.	Campus	Student Group	Tested 2022 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Math	3	Matzke	All	161	95	59%	70%	66%	43	27%	40%	37%	20	12%	20%	11%
Math	3	Matzke	Hispanic	89	51	57%	70%	67%	15	17%	30%	38%	7	8%	15%	16%
Math	3	Matzke	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Matzke	Asian	13	12	92%	95%	88%	5	38%	50%	75%	4	31%	50%	*
Math	3	Matzke	African Am.	41	16	39%	50%	55%	9	22%	40%	27%	3	7%	15%	*
Math	3	Matzke	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Matzke	White	15	14	93%	95%	73%	13	87%	95%	40%	6	40%	60%	*
Math	3	Matzke	Two or More	*	*	*	*	86%	*	*	*	*	*	*	*	*
Math	3	Matzke	Eco. Dis.	110	56	51%	70%	62%	24	22%	40%	31%	10	9%	15%	10%
Math	3	Matzke	Emergent Bilingual	40	20	50%	70%	63%	4	10%	25%	30%	3	8%	15%	*
Math	3	Matzke	At-Risk	115	58	50%	70%	55%	23	20%	40%	33%	9	8%	15%	9%
Math	3	Matzke	SPED	16	4	25%	50%	35%	1	6%	15%	*	1	6%	15%	*
Math	4	Matzke	All	134	71	53%	70%	62%	35	26%	40%	36%	15	11%	20%	14%
Math	4	Matzke	Hispanic	69	42	61%	70%	63%	19	28%	40%	36%	9	13%	25%	10%
Math	4	Matzke	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Matzke	Asian	12	8	67%	82%	69%	7	58%	70%	69%	4	33%	50%	38%
Math	4	Matzke	African Am.	29	6	21%	50%	43%	0	0%		21%	0	0%	15%	12%
Math	4	Matzke	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Matzke	White	19	13	68%	80%	93%	8	42%	65%	47%	2	11%	20%	*
Math	4	Matzke	Two or More	5	2	40%	50%	100%	1	20%	40%	*	0	0%	15%	*
Math	4	Matzke	Eco. Dis.	91	47	52%	70%	55%	23	25%	40%	33%	8	9%	15%	13%
Math	4	Matzke	Emergent Bilingual	35	21	60%	70%	53%	9	26%	40%	28%	3	9%	15%	*
Math	4	Matzke	At-Risk	91	43	47%	70%	48%	19	21%	40%	23%	8	9%	15%	6%
Math	4	Matzke	SPED	20	5	25%	50%	*	3	15%	30%	*	1	5%	15%	*
Math	5	Matzke	All	183	116	63%	80%	73%	49	27%	40%	35%	21	11%	20%	9%
Math	5	Matzke	Hispanic	95	62	65%	80%	74%	26	27%	40%	31%	10	11%	20%	11%
Math	5	Matzke	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Matzke	Asian	11	10	91%	95%	77%	8	73%	85%	54%	6	55%	70%	*
Math	5	Matzke	African Am.	47	22	47%	60%	62%	5	11%	20%	23%	3	6%	15%	*
Math	5	Matzke	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Matzke	White	24	17	71%	85%	75%	9	38%	50%	50%	2	8%	15%	*
Math	5	Matzke	Two or More	*	*	*	*	100%	*	*	*	*	*	*	*	*
Math	5	Matzke	Eco. Dis.	133	82	62%	75%	71%	30	23%	40%	34%	11	8%	15%	9%
Math	5	Matzke	Emergent Bilingual	38	24	63%	75%	66%	7	18%	40%	29%	3	8%	15%	*
Math	5	Matzke	At-Risk	143	82	57%	70%	66%	30	21%	40%	27%	11	8%	15%	7%
Math	5	Matzke	SPED	23	8	35%	50%	47%	2	9%	15%	*	0	0%	15%	*
Reading	3	Matzke	All	161	120	75%	85%	77%	74	46%	65%	53%	35	22%	40%	20%
Reading	3	Matzke	Hispanic	89	64	72%	85%	75%	40	45%	65%	51%	16	18%	30%	22%
Reading	3	Matzke	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Matzke	Asian	13	11	85%	90%	100%	10	77%	90%	88%	4	31%	50%	*
Reading	3	Matzke	African Am.	41	28	68%	75%	78%	13	32%	50%	49%	9	22%	40%	18%
Reading	3	Matzke	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*

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

Content	Gr.	Campus	Student Group	Tested 2022 #	2022: Approaches Grade Level #	2022: Approaches Grade Level %	2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level #	2022: Meets Grade Level %	2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level #	2022: Masters Grade Level %	2023 Masters Incremental Growth Target	2023: Masters Grade Level
Reading	3	Matzke	White	15	14	93%	95%	67%	11	73%	85%	47%	6	40%	60%	*
Reading	3	Matzke	Two or More	*	*	*	*	86%	*	*	*	86%	*	*	*	*
Reading	3	Matzke	Eco. Dis.	110	78	71%	80%	75%	44	40%	60%	49%	20	18%	30%	18%
Reading	3	Matzke	Emergent Bilingual	40	24	60%	75%	70%	14	35%	50%	44%	5	13%	25%	19%
Reading	3	Matzke	At-Risk	115	79	69%	80%	66%	42	37%	50%	45%	16	14%	30%	22%
Reading	3	Matzke	SPED	16	5	31%	50%	35%	1	6%	15%	*	1	6%	15%	*
Reading	4	Matzke	All	134	96	72%	85%	75%	54	40%	60%	34%	26	19%	30%	14%
Reading	4	Matzke	Hispanic	69	53	77%	85%	78%	28	41%	60%	32%	12	17%	30%	10%
Reading	4	Matzke	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Matzke	Asian	12	9	75%	85%	77%	8	67%	80%	62%	6	50%	70%	*
Reading	4	Matzke	African Am.	29	17	59%	70%	65%	5	17%	25%	21%	2	7%	15%	12%
Reading	4	Matzke	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Matzke	White	19	14	74%	85%	80%	13	68%	80%	53%	6	32%	50%	*
Reading	4	Matzke	Two or More	5	3	60%	70%	100%	0	0%		*	0	0%	15%	*
Reading	4	Matzke	Eco. Dis.	91	60	66%	70%	72%	33	36%	50%	30%	19	21%	40%	11%
Reading	4	Matzke	Emergent Bilingual	35	25	71%	80%	70%	14	40%	50%	28%	8	23%	40%	*
Reading	4	Matzke	At-Risk	91	59	65%	75%	69%	29	32%	50%	22%	16	18%	30%	6%
Reading	4	Matzke	SPED	20	7	35%	50%	35%	3	15%	30%	*	1	5%	15%	*
Reading	5	Matzke	All	185	130	70%	80%	85%	77	42%	60%	52%	49	26%	40%	20%
Reading	5	Matzke	Hispanic	95	67	71%	80%	89%	38	40%	60%	62%	25	26%	40%	18%
Reading	5	Matzke	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Matzke	Asian	11	10	91%	95%	92%	9	82%	95%	69%	7	64%	75%	38%
Reading	5	Matzke	African Am.	49	29	59%	75%	78%	13	27%	50%	30%	8	16%	30%	*
Reading	5	Matzke	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Matzke	White	24	19	79%	90%	85%	12	50%	70%	50%	7	29%	40%	35%
Reading	5	Matzke	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Matzke	Eco. Dis.	135	93	69%	75%	83%	48	36%	50%	49%	27	20%	40%	15%
Reading	5	Matzke	Emergent Bilingual	38	22	58%	70%	86%	10	26%	50%	51%	4	11%	20%	17%
Reading	5	Matzke	At-Risk	144	96	67%	80%	82%	50	35%	50%	49%	26	18%	30%	16%
Reading	5	Matzke	SPED	24	5	21%	50%	47%	1	4%	15%	*	1	4%	15%	*
Science	5	Matzke	All	185	107	58%	70%	65%	58	31%	50%	31%	27	15%	30%	12%
Science	5	Matzke	Hispanic	95	55	58%	70%	65%	26	27%	50%	32%	10	11%	25%	9%
Science	5	Matzke	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Matzke	Asian	11	10	91%	95%	77%	9	82%	95%	62%	6	55%	70%	*
Science	5	Matzke	African Am.	49	19	39%	50%	48%	9	18%	40%	*	3	6%	15%	*
Science	5	Matzke	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Matzke	White	24	18	75%	85%	80%	11	46%	60%	40%	6	25%	40%	25%
Science	5	Matzke	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Matzke	Eco. Dis.	135	72	53%	70%	59%	31	23%	40%	28%	12	9%	15%	8%
Science	5	Matzke	Emergent Bilingual	38	18	47%	70%	57%	7	18%	40%	26%	2	5%	15%	*
Science	5	Matzke	At-Risk	144	79	55%	70%	56%	36	25%	40%	21%	13	9%	15%	*
Science	5	Matzke	SPED	24	5	21%	50%	40%	1	4%	15%	*	0	0%	15%	*

Early Childhood Literacy Board Outcome Goal

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

	MATZKE	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	**All**							
	Target and Actual Rate	37%	37%	39%	48%	41%	44%	47%
	Total Number Meets or Higher		42		73			
	Total Number Tested		114		153			
	Points away from or above target		0		+9			
	Difference from Prior Year				+11			
	Growth from Prior Year				30%			
	African American							
	Target and Actual Rate	32%	6%	34%	36%	36%	39%	42%
	Total Number Meets or Higher		1		14			
	Total Number Tested		17		39			
	Points away from or above target		-26		+2			
	Difference from Prior Year				+30			
	Growth from Prior Year				500%			
	Hispanic							
	Target and Actual Rate	36%	36%	38%	46%	40%	43%	46%
	Total Number Meets or Higher		20		39			
	Total Number Tested		55		85			
	Points away from or above target		0		+8			
	Difference from Prior Year				+10			
	Growth from Prior Year				28%			
	Eco. Disadv.							
	Target and Actual Rate	33%	34%	35%	42%	37%	40%	43%
	Total Number Meets or Higher		29		43			
	Total Number Tested		85		103			
	Points away from or above target		+1		+7			
	Difference from Prior Year				+8			
	Growth from Prior Year				24%			
	EL (Current & Monitored)							
	Target and Actual Rate	38%	45%	40%	49%	42%	45%	48%
	Total Number Meets or Higher		20		25			
	Total Number Tested		44		51			
	Points away from or above target		+7		+9			
	Difference from Prior Year				+4			
	Growth from Prior Year				9%			
	Cont. Enrolled							
	Target and Actual Rate	39%	39%	41%	49%	43%	46%	49%
	Total Number Meets or Higher		37		63			
	Total Number Tested		96		128			
	Points away from or above target		0		+8			
	Difference from Prior Year				+10			
	Growth from Prior Year				26%			
	Non-Cont. Enrolled							
	Target and Actual Rate	28%	28%	30%	40%	32%	35%	38%
	Total Number Meets or Higher		5		10			
	Total Number Tested		18		25			
	Points away from or above target		0		+10			
	Difference from Prior Year				+12			
	Growth from Prior Year				43%			

Early Childhood Math Board Outcome Goal

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

	MATZKE	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	**All** — Target and Actual Rate	35%	31%	37%	29%	39%	42%	45%
	Total Number Meets or Higher		35		44			
	Total Number Tested		114		153			
	Points away from or above target		-4		-8			
	Difference from Prior Year				-2			
	Growth from Prior Year				-6%			
	African American — Target and Actual Rate	20%	6%	22%	26%	24%	27%	30%
	Total Number Meets or Higher		1		10			
	Total Number Tested		17		39			
	Points away from or above target		-14		+4			
	Difference from Prior Year				+20			
	Growth from Prior Year				100%			
	Hispanic — Target and Actual Rate	30%	29%	32%	18%	34%	37%	40%
	Total Number Meets or Higher		16		15			
	Total Number Tested		55		85			
	Points away from or above target		-1		-14			
	Difference from Prior Year				-11			
	Growth from Prior Year				-38%			
	Eco. Disadv. — Target and Actual Rate	31%	25%	33%	24%	35%	38%	41%
	Total Number Meets or Higher		21		25			
	Total Number Tested		85		103			
	Points away from or above target		-6		-9			
	Difference from Prior Year				-1			
	Growth from Prior Year				-4%			
	EL (Current & Monitored) — Target and Actual Rate	38%	34%	40%	16%	42%	45%	48%
	Total Number Meets or Higher		15		8			
	Total Number Tested		44		51			
	Points away from or above target		-4		-24			
	Difference from Prior Year				-18			
	Growth from Prior Year				-53%			
	Cont. Enrolled — Target and Actual Rate	38%	30%	40%	31%	42%	45%	48%
	Total Number Meets or Higher		29		40			
	Total Number Tested		96		128			
	Points away from or above target		-8		-9			
	Difference from Prior Year				+1			
	Growth from Prior Year				3%			
	Non-Cont. Enrolled — Target and Actual Rate	24%	33%	26%	16%	28%	31%	34%
	Total Number Meets or Higher		6		4			
	Total Number Tested		18		25			
	Points away from or above target		+9		-10			
	Difference from Prior Year				-17			
	Growth from Prior Year				-52%			

CYPRESS-FAIRBANKS ISD
Standard Expectations

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

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

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

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

Elementary Content Area
Standard Expectations

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

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

Science

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

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

Elementary Physical Education/Health (K-5)

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

Elementary Music (K- 5)

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

Visual Arts (K–5)

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