

Cypress-Fairbanks Independent School District

Millsap Elementary School

2022-2023



Mission Statement

Our goal is to give students the opportunity to grow intellectually, physically, emotionally, and socially. Each student is a unique individual whose differences and commonalities will be respected and celebrated.

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: On May 16, 2022, our CPOC group met after school to develop our pre-liminary needs assessment and set the preliminary Title I budget for 2022-2023. As a group, we reviewed the school-wide data and looked for patterns that would indicate our areas to focus on for the following year. Upon review of the data, we identified that we would likely have similar problem statements for the following year. As a group we made suggestions for strategies, as well. On September 27, 2022, our CPOC group gathered to review the final EOY data for our school (21-22). We concluded that we wanted to continue our goals, but added a few changes as well. We want to include growth in all performance levels, not just focus on meets and masters. We determined the most effective strategies we needed to implement in order to meet the needs of our students.

The comprehensive needs assessment was reviewed and/or revised on the following dates: The comprehensive needs assessment was reviewed on 5/16/22 and revised on 9/27/22.

In summary, the comprehensive needs assessment denotes the following: Once completing the comprehensive needs assessment we determined that we needed to continue to focus on providing learning opportunities for our students that focus on daily academic conversations, critical writing and first instruction, utilizing explicit word and phonics instruction for both reading/writing development, daily writing across the curriculum, and purposeful planning for small group instruction in all areas. Our goal is to close the gaps for our students as we meet their individual needs.

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 16, 2022 and September 27, 2022 to develop the CNA and the strategies. Those meetings were held in the Millsap Library starting at 4:30 p.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: We began our meetings with our traditional celebrations where members share things that they are grateful for. Next we reviewed the end of the year (21-22) data and identified the needs we would have in 22-23. We used last year's focus as a starting point and agreed we want to continue those goals, with some changes. This helped us articulate our needs assessment. Teachers and staff then looked at our strategies that we wanted to continue for this year (what worked) and then what to improve on if it didn't worked.

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

- **Goal 1 RLA:**
We will improve academic growth by increasing students' performance levels on state assessments in ELAR by purposefully planning systematic and explicit first instruction, increasing modeling and promoting academic conversation and practice purposeful small group instruction to address individual student needs.
- **Goal 2: Math:**
We will improve academic growth by increasing students' performance levels on state assessments in Math by planning for small group instruction and consistently using manipulatives for our students to increase math performance.

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:

- 45% of our 5th graders showed accelerated growth
- 3rd grade showed growth in Masters
- 4th grade showed growth in Masters

Math: Millsap passing averages were higher than the district averages at every grade level.

Science: Our 5th grade students achieving Meets grew by 22% and students achieving Masters grew by 6%.

Millsap earned 4 Distinctions including: ELA/Reading, Science, Post Secondary Readiness and Comparative Closing the Gaps.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: We need to improve academic growth by increasing students' performance levels on state assessments in ELAR. **Root Cause:** RLA: We need to purposefully plan systematic and explicit first instruction, academic conversation and practice purposeful small group instruction to address individual student needs.

Problem Statement 2: Math: We need to improve academic growth by increasing students' performance levels on state assessments in Math. **Root Cause:** Math: We are not planning for small group instruction and not using manipulatives for our students to increase math performance.

Problem Statement 3: Science: African American, LEP and ED students are not performing as well as the white subgroup. **Root Cause:** Science: Our lessons are not interactive and are more demonstrative.

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.

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate Strengths

We have implemented PBIS Rewards and 100% of Staff and Students are using it proficiently. In addition, we are promoting student leadership through the following programs: LEAD Academy, PALS, Student Council, Librarian Assistants, and junior counselors.

Stanford Harmony lessons, Bringing Out The Best Character Traits, and Morning Meetings are implemented school wide to help teach the whole child.

The Millsap Emergency Operations Plan was updated based on recent building upgrades and implemented successfully keeping all students safe.

89% of the staff agrees/strongly agrees that staff recognition is built into the school culture.

We are promoting the "culture and climate we said yes to!" We are taking care of each other with less of a focus on self care and more of a focus on collective care. The staff, including new staff, know and demonstrate our motto on a daily basis: "It's what Mustangs Do".

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: We need to decrease the behaviors that interfere with learning. **Root Cause:** School Culture and Climate: We need to be proactive in teaching social skills with fidelity.

Problem Statement 2: We need an increase in opportunities to provide input and discuss concerns. **Root Cause:** We need to create shared buy-in about campus decisions in order to cultivate a collaborative and positive school culture and climate.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The following are the needs of the campus in regard to Staff Quality, Recruitment and Retention:

Increase the number of Bil. and Special Ed. certified teachers.

Continue to decrease number of absences for teachers and paras as this increases quality instruction for the students. 95.11% attendance rate for staff in 21/22 which continued to be high for the 2nd year, primarily due to illness, quarantine, or personal days.

Staff Absences:

2021-22: 778 (COVID Leave Included)

2020-21: 768 (COVID Leave Included)

2019-20: 381

2018-19: 662

2017-18: 562

2016-17: 563

2015-16: 622

2014-15: 527

2013-14: 513

Mentor new staff members to our campus. For the 2021 - 2022 school year, we had 10 new teachers and 3 new paras to our campus. This year (22/23), we have 25 new teachers and 10 new paras.

Increase opportunities for professional development and growth on our campus (ex. f2f training, book studies, etc.)

Staff Quality, Recruitment, and Retention Strengths

This year we will modify and improve our New Teacher Mentorship and kicked it off in the summer with training and Mentor Meetups. A New Staff Mentoring committee was formed with a new New Teacher Lead who has planned monthly trainings for new teachers with their mentors to provide relevant and timely information.

Providing opportunities for Teachers to volunteer and lead collaborative conversations to foster vertical alignment based data.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Students miss out on quality first instruction when a staff member is absent and a shortage of substitutes. **Root Cause:** Teacher/Paraprofessional Attendance: At times, staff take discretionary days off.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and Community Engagement Strengths

- Millsap had an increased participation in curriculum events, family events sponsored by the PTO, and PTO general meetings in comparison to the previous year.
- This year (22/23) Millsap was excited to welcome Parents during Meet the Teacher, and Parent Nights in September. Throughout the school year, we will have Watch D.O.G.S., Book Fair, Veteran's day, Field Days, and Fine Arts programs. We have many opportunities planned to rebuild the connection between school and community this year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parents' involvement/participation were reduced due to COVID and staff shortage. **Root Cause:** Parent and Community Engagement: We need to encourage parents and community members to engage in school activities regularly .

Goals




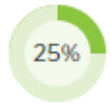


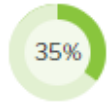

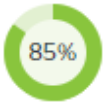
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.










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: Met Objective

Next Year's Recommendation: Continue this goal

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Using student data, ELAR teachers in grades K- 5 will work to improve academic growth by increasing students' performance levels on state assessments in ELAR by purposefully planning systematic and explicit first instruction, increasing modeling and promoting academic conversation and practice purposeful small group instruction to address individual student needs.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: IS, Teachers, Admin</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: We will promote academic growth through a focus on an increase in performance level on state Math assessments. We will engage in purposeful planning for small group instruction and consistently use manipulatives to engage students and deepen understanding. We will enhance math instruction with consistent implementation of Number Talks, Fact Fluency, and small group instruction to increase math fluency and provide targeted instruction for students building-wide.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Admin, IS, teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: We will provide meaningful, hands-on investigations, decreasing the demonstrations and videos for students to engage them in their own learning. In addition, all science teachers will create an interactive word wall and anchor charts with their students to help build science vocabulary and deepen understanding of the concepts.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, IS</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 30 minutes of targeted instruction each day that includes: rotations to include independent time, partner time, and small group instruction. Partner teachers will rotate weekly.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>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:</p> <ul style="list-style-type: none"> - provide professional development opportunities to improve staff effectiveness and student academic, social and emotional well-being - Promote PBIS in all areas of our school (face-to-face and virtual) with support from behavior coach and the PBIS Rewards program - BOTB and other various resources, morning circles -Student council to promote student leadership and increase student voice -Chess Time! Choir, and Art before school to promote creativity and strategy -Musical Productions and a Veteran's Day Celebration -Millsap Milers (running before school) -Art Before School <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p>	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: At-risk, (EB/EL, AA, and White), 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.</p> <p>Strategy's Expected Result/Impact: 1. Salaries - The full-time reading teacher will assist in lowering the student to teacher ratio and support in meeting our students' goals in closing the gap in reading. Our paras will reduce the student/staff ratio and provide support in the classroom.</p> <p>2. Temporary Workers -Temporary Workers will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table.</p> <p>3. Flocabulary, Imagine Math and BrainPop -Students will utilize Flocabulary, and Brain Pop as an additional intervention at school and at home to assist in meeting or exceeding instructional targets.</p> <p>4. Paper and Laminate - Additional paper and laminate supplies will be purchased to assist in meeting the learning needs of students both on and off campus.</p> <p>5. Books - Increase a variety of texts available for students to enrich and assist in meeting or exceeding instructional targets.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: Tutoring Strategy's Expected Result/Impact: By May 2023, students in 1st - 5th grade will make a year's worth of growth in reading and math. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Core content area interventionist (math) Strategy's Expected Result/Impact: Students in grades 3-5 will make a year's worth of growth in math. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








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

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

Next Year's Recommendation: Continue

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education (SCE): Provide supplementary support to students identified as at-risk such as: printer ink for at-risk students (Title I campus only), supplies to supplement A1 (general ed) allotment for at-risk students - includes paper, pencils or other items from distribution (Title I campus only).</p> <p>Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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













Performance Objective 1: Student Safety: By the end of the 2022-2023 school year, 100% of the district's safety policies will be implemented.

High Priority

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

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Monthly trainings for staff on our safety policies and procedures, providing training materials to the teachers to teach our drills and protocols as well as modeling both with fidelity.</p> <p>Strategy's Expected Result/Impact: Students and staff will comply with all safety procedures 100% of the time.</p> <p>Staff Responsible for Monitoring: Admin, Teachers, all staff</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Admin</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Staff will be accessible at recess and connected by communication through use of walkie talkies.</p> <p>Strategy's Expected Result/Impact: Increased communication and faster response times.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			








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

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

Evaluation Data Sources: Student attendance records

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Every grading period, students with perfect attendance will receive PBIS Points. Strategy's Expected Result/Impact: Student attendance will remain at or exceed (97)%. Staff Responsible for Monitoring: Registrar, Admin, & teachers</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			













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















Performance Objective 3: Restorative Discipline: By the end of the 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by (20)%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: All staff engages in Restorative Discipline Practices through ongoing bite-sized professional development.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10%.</p> <p>Staff Responsible for Monitoring: Admin and Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: Increase PBIS supports and in-class support for our students which would allow for early intervention.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 50%.</p> <p>Staff Responsible for Monitoring: Admin and Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Increase PBIS supports and in-class support for our students which would allow for early intervention.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 5%.</p> <p>Staff Responsible for Monitoring: Admin and Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: Increase PBIS supports and in-class support for our students which would allow for early intervention.</p> <p>Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Admin and teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Violence Prevention will remain at 0% of violent incidents by staff utilizing PBIS strategies and PD from Special Education.</p> <p>Strategy's Expected Result/Impact: Violent Incidents will continue to be 0 incidents.</p> <p>Staff Responsible for Monitoring: Admin and teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Millsap's school counselors will attend the Lone Star State School Counselor Association conference to gain insights, inspiration, and effective plans of action to meet the needs of our students</p> <p>Strategy's Expected Result/Impact: Increase student centered activities by increasing the number of small groups by 25%</p> <p>Staff Responsible for Monitoring: School counselors</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Assistant Principal will attend the Texas Elementary Principals and Supervisors Association conference to explore leadership, campus culture, discipline strategies, and important legal updates to help you succeed in your role!</p> <p>Strategy's Expected Result/Impact: Promote a positive school culture and restorative discipline practices learned.</p> <p>Staff Responsible for Monitoring: Admin, Assistant Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Staff will engage in Capturing Kids Hearts 1 in order to gain strategies for building meaningful & productive relationships with students resulting in improved performance and reduced negative behaviors.</p> <p>Strategy's Expected Result/Impact: Promote a positive school culture and improved relationships with students, teammates and community.</p> <p>Staff Responsible for Monitoring: Admin and Staff</p>	Formative		
	Nov	Feb	May
	N/A	N/A	
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			








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 absences will decrease by 10%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Staff will continue to conference with admin about discretionary absences and will be celebrated with special treats and PBIS points for perfect attendance every nine weeks.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by (10)%.</p>	Formative		
	Nov	Feb	May
			
 No Progress  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: Met Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Campus leaders will engage in a Book Study to improve their communication in the area of coaching.</p> <p>Strategy's Expected Result/Impact: Support our targeted goals in our CIP</p> <p>Staff Responsible for Monitoring: Admin</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Our Testing Coordinator will engage in professional development focusing on Data and Assessment, Communication, Classroom Environment, Routines and Procedures to support teachers in these areas.</p> <p>Strategy's Expected Result/Impact: Support our targeted goals in our CIP</p> <p>Staff Responsible for Monitoring: Admin</p>	Formative		
	Nov	Feb	May
			
 No Progress  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 50%.

Evaluation Data Sources: Activity sign-in sheets/records

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: In order to increase involvement, we will have parents lead science demonstrations in each grade level 1-2 times per year. We will also utilize parents as volunteers at the 3rd and 5th grade Nature Trails. We will welcome Parents during Meet the Teacher, and Parent Nights in September. Throughout the school year, we will have Watch D.O.G.S., Book Fair, Veteran's day, Field Days, and Fine Arts programs.</p> <p>Strategy's Expected Result/Impact: Parent and family participation will increase by (50)% due to the campus offering flexible meeting dates and times.</p> <p>Staff Responsible for Monitoring: Teachers, Admin</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2022-2023 CPOC

Committee Role	Name	Position
Principal	Joy Dauphin	Principal
Administrator	Beth Seiter	Assistant Principal
Administrator	Mary Murr	Assistant Principal
Administrator	Alicia Ainsworth	Instructional Specialist
Administrator	Lori Sharar	Instructional Specialist
Testing Coordinator	Christi Moran	Testing Coordinator
Librarian	Jennifer Dickison	Librarian
Counselor	Cindy Lopez	Counselor
Counselor	Samantha Gregory	Counselor
Administrator	De'Eundra Hobson	Behavior Interventionist
Classroom Teacher	Kristina Riepe	Reading Interventionist
Classroom Teacher	Cazzie Escalante	Special Ed Resource Teacher
Classroom Teacher	Karen Northcutt	Pre-K Teacher
Classroom Teacher	Julie Senteno	Kindergarten Teacher
Classroom Teacher	Nancy Chrest	1st Grade Teacher
Classroom Teacher	Ashley Cole	2nd Grade Teacher
Classroom Teacher	Shannon McKee	3rd Grade Teacher
Classroom Teacher	Nicole Sisco	4th Grade Teacher
Classroom Teacher	Heather Pape	5th Grade Teacher
Classroom Teacher	Sharyl Seyler	Phys. Ed. Teacher
Paraprofessional	Mary Ann Hughes	Campus Secretary
Paraprofessional	Tamara Borak	Diag. Secretary
Paraprofessional	Dawn Grenier	Phys. Ed Para
District-level Professional	Onica Mayers	Director of Human Resources
Parent	Danielle Shoaf	Parent

Addendums

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

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				2022	#	%			#	%			#	%		
				#	#	%	#	%	#	%						
Reading	3	Millsap	White	45	43	96%	100%	88%	33	73%	78%	58%	23	51%	56%	24%
Reading	3	Millsap	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Millsap	Eco. Dis.	85	65	76%	81%	66%	45	53%	58%	41%	26	31%	36%	7%
Reading	3	Millsap	Emergent Bilingual	24	17	71%	7600%	53%	12	50%	55%	29%	3	13%	18%	*
Reading	3	Millsap	At-Risk	87	70	80%	85%	61%	39	45%	50%	33%	19	22%	27%	10%
Reading	3	Millsap	SPED	24	13	54%	60%	50%	7	29%	34%	*	3	13%	18%	*
Reading	4	Millsap	All	136	110	81%	86%	80%	85	63%	68%	50%	45	33%	38%	21%
Reading	4	Millsap	Hispanic	66	56	85%	90%	69%	46	70%	75%	42%	24	36%	41%	15%
Reading	4	Millsap	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Millsap	Asian	5	3	60%	65%	100%	2	40%	45%	*	1	20%	25%	*
Reading	4	Millsap	African Am.	18	11	61%	66%	83%	8	44%	50%	58%	5	28%	43%	*
Reading	4	Millsap	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Millsap	White	42	36	86%	91%	89%	27	64%	70%	66%	13	31%	36%	32%
Reading	4	Millsap	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Millsap	Eco. Dis.	83	64	77%	82%	76%	47	57%	62%	46%	20	24%	30%	18%
Reading	4	Millsap	Emergent Bilingual	22	16	73%	78%	75%	11	50%	55%	29%	7	32%	37%	*
Reading	4	Millsap	At-Risk	82	61	74%	80%	68%	41	50%	55%	30%	20	24%	30%	10%
Reading	4	Millsap	SPED	10	3	30%	35%	52%	2	20%	25%	22%	0	0%	5%	*
Reading	5	Millsap	All	146	128	88%	93%	83%	103	71%	76%	60%	66	45%	50%	31%
Reading	5	Millsap	Hispanic	59	45	76%	81%	90%	35	59%	64%	63%	23	39%	44%	35%
Reading	5	Millsap	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Millsap	Asian	*	*	*	*	83%	*	*	*	*	*	*	*	*
Reading	5	Millsap	African Am.	19	18	95%	100%	71%	15	79%	84%	57%	8	42%	47%	29%
Reading	5	Millsap	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Millsap	White	60	58	97%	100%	81%	49	82%	87%	59%	33	55%	60%	27%
Reading	5	Millsap	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Millsap	Eco. Dis.	84	68	81%	86%	83%	55	65%	70%	53%	37	44%	50%	23%
Reading	5	Millsap	Emergent Bilingual	20	11	55%	60%	79%	6	30%	35%	46%	5	25%	30%	*
Reading	5	Millsap	At-Risk	94	77	82%	87%	77%	56	60%	65%	47%	33	35%	40%	19%
Reading	5	Millsap	SPED	11	6	55%	60%	43%	3	27%	33%	*	1	9%	14%	*
Science	5	Millsap	All	147	118	80%	85%	67%	82	56%	61%	33%	30	20%	25%	12%
Science	5	Millsap	Hispanic	60	43	72%	77%	62%	25	42%	47%	33%	8	13%	18%	11%
Science	5	Millsap	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Millsap	Asian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Millsap	African Am.	19	15	79%	84%	57%	10	53%	58%	24%	3	16%	21%	*
Science	5	Millsap	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Millsap	White	60	55	92%	97%	81%	43	72%	77%	39%	17	28%	33%	14%
Science	5	Millsap	Two or More	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Millsap	Eco. Dis.	85	62	73%	78%	58%	39	46%	51%	22%	14	16%	21%	*
Science	5	Millsap	Emergent Bilingual	20	9	45%	50%	39%	5	25%	30%	*	1	5%	10%	*
Science	5	Millsap	At-Risk	95	68	72%	77%	53%	38	40%	45%	16%	10	11%	16%	*
Science	5	Millsap	SPED	12	3	25%	30%	*	1	8%	13%	*	0	0%	5%	*

Early Childhood Literacy Board Outcome Goal

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

		MILLSAP	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	All	Target and Actual Rate	49%	50%	51%	61%	53%	56%	59%
		Total Number Meets or Higher		57		77			
		Total Number Tested		113		126			
		Points away from or above target		+1		+10			
		Difference from Prior Year				+11			
		Growth from Prior Year				22%			
	Hispanic	Target and Actual Rate	45%	54%	47%	54%	49%	52%	55%
		Total Number Meets or Higher		28		33			
		Total Number Tested		52		61			
		Points away from or above target		+9		+7			
		Difference from Prior Year				0			
		Growth from Prior Year				0%			
	White	Target and Actual Rate	56%	43%	58%	72%	60%	63%	66%
		Total Number Meets or Higher		16		31			
		Total Number Tested		37		43			
		Points away from or above target		-13		+14			
		Difference from Prior Year				+29			
		Growth from Prior Year				67%			
	SPED	Target and Actual Rate	38%	40%	40%	31%	42%	45%	48%
		Total Number Meets or Higher		4		8			
Total Number Tested			10		26				
Points away from or above target			+3		-9				
Difference from Prior Year					-9				
Growth from Prior Year					-23%				
Eco. Disadv.	Target and Actual Rate	38%	45%	40%	57%	42%	45%	48%	
	Total Number Meets or Higher		28		45				
	Total Number Tested		62		79				
	Points away from or above target		+7		+17				
	Difference from Prior Year				+12				
	Growth from Prior Year				27%				
EL (Current & Monitored)	Target and Actual Rate	50%	47%	52%	61%	54%	57%	60%	
	Total Number Meets or Higher		14		20				
	Total Number Tested		30		33				
	Points away from or above target		-3		+9				
	Difference from Prior Year				+14				
	Growth from Prior Year				30%				
Cont. Enrolled	Target and Actual Rate	52%	50%	54%	61%	56%	59%	62%	
	Total Number Meets or Higher		45		63				
	Total Number Tested		90		103				
	Points away from or above target		-2		+7				
	Difference from Prior Year				+11				
	Growth from Prior Year				22%				

Early Childhood Math Board Outcome Goal

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

		MILLSAP	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Math	All	Target and Actual Rate	50%	34%	52%	43%	54%	57%	60%
		Total Number Meets or Higher		39		54			
		Total Number Tested		114		126			
		Points away from or above target		-16		-9			
		Difference from Prior Year				+9			
		Growth from Prior Year				26%			
	Hispanic	Target and Actual Rate	41%	34%	43%	44%	45%	48%	51%
		Total Number Meets or Higher		18		27			
		Total Number Tested		53		61			
		Points away from or above target		-7		+1			
		Difference from Prior Year				+10			
		Growth from Prior Year				29%			
	White	Target and Actual Rate	63%	30%	65%	49%	67%	70%	73%
		Total Number Meets or Higher		11		21			
		Total Number Tested		37		43			
		Points away from or above target		-33		-16			
		Difference from Prior Year				+19			
		Growth from Prior Year				63%			
SPED	Target and Actual Rate	63%	10%	65%	35%	67%	70%	73%	
	Total Number Meets or Higher		1		9				
	Total Number Tested		10		26				
	Points away from or above target		-53		-30				
	Difference from Prior Year				+25				
	Growth from Prior Year				250%				
Eco. Disadv.	Target and Actual Rate	41%	34%	43%	37%	45%	48%	51%	
	Total Number Meets or Higher		21		29				
	Total Number Tested		62		79				
	Points away from or above target		-7		-6				
	Difference from Prior Year				+3				
	Growth from Prior Year				9%				
EL (Current & Monitored)	Target and Actual Rate	40%	32%	42%	48%	44%	47%	50%	
	Total Number Meets or Higher		10		16				
	Total Number Tested		31		33				
	Points away from or above target		-8		+6				
	Difference from Prior Year				+16				
	Growth from Prior Year				50%				
Cont. Enrolled	Target and Actual Rate	51%	34%	53%	43%	55%	58%	61%	
	Total Number Meets or Higher		31		44				
	Total Number Tested		91		103				
	Points away from or above target		-17		-10				
	Difference from Prior Year				+9				
	Growth from Prior Year				26%				

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 of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently.” NRC (2001)
 - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 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.