

Cypress-Fairbanks Independent School District

Millsap Elementary School

2023-2024



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

SCHOOL PROFILE

Millsap is a campus in Cypress, Texas. Millsap opened its doors in 1976. Millsap is projected to serve 840 students in grades in grades PK - 5th during the 2023-2024 school year due to some boundary changes, which is a decrease from the previous year of 890. However, in mid-October we have seen a drastic increase in enrollment and are at 900 students.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

- EOY STAAR Data for 22-23
- Employee Workplace Survey
- Discipline data for 22-23

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 4, 2023 and again on September 26, 2023 to develop and finalize the CNA. The meetings were held at 4:30 p.m. in the Millsap Library.

At the first meeting on May 4, principal, Joy Dauphin, reviewed Mid-Year and EOY data and the EPS Survey. CPOC members collaborated and reviewed our goals and created a preliminary needs assessment.

At the second meeting on September 26, the CPOC reviewed the goals and outcomes from the previous year, as well as the data from the EOY. The committee chose to continue most of our goals, but noticed that within the grade level and content area,

there were no real trends, but a definite need for an increase in the all category. This was noted and ideas for small changes to the strategies.

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

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

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

Our first identified priority problem is in the area of student achievement, specifically 20% of ALL students did not meet standards in reading. Through the root cause analysis process, we identified a Lack of effective implementation of purposefully planned systematic and explicit first instruction, academic conversation and purposeful small group instruction.

Our second identified priority problem is in the area of student achievement, specifically 23% of All students did not meet standards for math. Through the root cause analysis process, we identified We are not planning for small group instruction and not using manipulatives for our students to increase math performance.

Our third identified priority problem is in the area of school culture and climate, specifically We need to decrease the behaviors that interfere with learning. Through the root cause analysis process, we identified a Lack of teaching social skills with fidelity.

Student Achievement

Student Achievement Summary

- When we conduct the additional data analysis in 2023-24 after the STAAR data are released, these needs will be turned into problem statements and root causes.
- Needs:
 1. We need to improve academic growth by increasing students' performance levels on state assessments in ELAR.
 2. We need to improve academic growth by increasing students' performance levels on state assessments in Math.
 3. African American, LEP and ED students are not performing as well as the white subgroup.
 4. Student enrollment has increased throughout the year and students can experience a difficulty adjusting.
 5. We need to decrease the behaviors that interfere with learning.

Student Achievement Strengths

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

- All grade levels showed growth on the Reading, Math and Science MAP assessment from BOY to MOY.
- 3rd and 5th grades scored above the district average on all Reading Checkpoints.
- Grades 3rd-5th scored higher on their math benchmarks than the previous year.

Areas of Celebration for Reading STAAR

- 4th grade RLA passing average higher at Millsap (80%) compared to district (79%)
- 50% (half the grade level) of 3rd, 4th, & 5th grade were Meets or higher.

Areas of Celebration for Math/Science

- 4th grade passing average (78%) is higher than the district average (70%)
- Millsap 4th grade had 57% Meets compared to the district that was 47%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: 20% of ALL students did not meet standards in reading. **Root Cause:** RLA: Lack of effective implementation of purposefully planned systematic and explicit first instruction, academic conversation and purposeful small group instruction.

Problem Statement 2: Math: 23% of All students did not meet standards for 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: 33% of All students did not meet standards. **Root Cause:** Science: Missed opportunities for critical writing and student discourse using academic vocabulary across grade levels and cross curricular.

Problem Statement 4: Students are beginning the 2023-24 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 5: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

School Culture and Climate

School Culture and Climate Summary

Our staff attended Capturing Kids Hearts (CKH) training last year, and we are now in the first year of implementation. This year, as a campus, we are focusing on implementing social contracts in every classroom and staff. We are also incorporating "Good Things" as part of our staff meetings and morning meetings to build a positive culture and climate at Millsap.

School Culture and Climate Strengths

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

Millsap's End Of Year Employee Workplace Survey showed 92% or higher in all areas.

Millsap's climate ensures students & staff feel safe, supported, & motivated, so we all grow as learners. Millsap's culture emphasizes positive relationships among staff & students. There are always opportunities for feedback & input from the entire campus, which creates a culture of trust & mutual respect.

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: Lack of teaching social skills with fidelity.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

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

97% or more of our staff believe that, At Millsap:

Decisions are data driven

Quality work is expected of students

I am clear about my job responsibilities

Information related to my job is accessible

Collaboration is encouraged and practiced

Quality work is expected of me

Procedures have been implemented to keep me safe at work

Opportunities are available to provide input

Information is available to help me do my job effectively and

Opportunities exist for me to think for myself.

Last year, we partnered with Pete Hall to invest in teachers with high quality coaching on their chosen professional goals. We will continue with Pete Hall in the 23-24 school year.

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 choose to take discretionary days off.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

Millsap is increasing the opportunities for parent and community engagement. Staff and student participation increased, especially for PTO hosted events.

Millsap hosted the following events: Meet the Teacher, Parent Night, WATCHDOGS Kick-off, Millsap Choir Concert, 4th Grade Fine Arts Program, PTO Spaghetti Dinner, Glow Party, 2nd Grade Program, Family Book Fair, Field Days.

Problem Statements Identifying Parent and Community Engagement Needs







Problem Statement 1: Parents and their children are not following the Millsap rules and procedures. **Root Cause:** New students enrolling in Millsap don't know the expectations and procedures.









Goals

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

Performance Objective 1: Curriculum and Instruction & Accountability: By the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details	Formative Reviews		
<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 and implementing 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 and implementing systematic and explicit first instruction and small group instruction. We will consistently use manipulatives to engage students and deepen understanding.</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, and teachers</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: Admin, Teachers</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 -First Grade STEM Time -Millsap Majorettes Dance Team -Junior Counselors -5th Grade Reading Mentors -Musical Productions -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> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs</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
			



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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before/After School Program: Before/after school tutoring, Saturday camp - Content-focused small group instruction with a content teacher to reteach and practice concepts that the individuals were not previously successful with.</p> <p>Strategy's Expected Result/Impact: By May 2024, all 3rd-5th grade students will make a year's worth of growth in math and reading.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional Staffing: Core Content Area Interventionists as A Reading Interventionist and Math Interventionist were hired to support at-risk students and to coach teachers. A Math Small group teacher will be hired in January to work with students to improve their academic performance.</p> <p>Strategy's Expected Result/Impact: Students in grades 3-5 will make a year's worth of growth in math.</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 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.











Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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



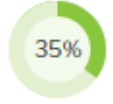





Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
<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
			
 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 current school year, student attendance will be at 95% or higher.









Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) and form small groups that meet regularly with the counselors. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Counselors	Formative		
	Nov	Feb	May
			
 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 3: Restorative Discipline: The campus will use restorative discipline practices.







Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. 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 2 Details	Formative Reviews		
<p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. All staff engages in Restorative Discipline Practices through ongoing bite-sized professional development.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Admin and Teachers</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 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional absences will decrease by 10%.







Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

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







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

Strategy 1 Details	Formative Reviews		
<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
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 10%.

Evaluation Data Sources: Activity sign-in sheets/records

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>			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Joy Dauphin	Principal
Teacher #1	Ashley Cole	Kindergarten Teacher
Teacher #2	Nancy Chrest	First Grade Teacher
Teacher #3	Laura Assaf	Second Grade Teacher
Teacher #4	Shannon McKee	Third Grade Teacher
Teacher #5	Crystal Gonzalez	Fourth Grade Teacher
Teacher #6	Alex Ngo	5th Grade Teacher
Teacher #7	Kristina Riepe	Reading Teacher
Teacher #8	Derrick Weiss	PE Teacher
Non-classroom Professional	De'Eundra Hobson	Other School Leader (Nonteaching Professional) #1
Testing Coordinator	Christi Moran	Other School Leader (Nonteaching Professional) #2
Administrator (LEA) #1	Ashley Clayburn	Administrator (LEA) #1
Administrator (LEA) #2	Amanda Campbell	Administrator (LEA) #2
Parent #1	Rhett Dotson	Parent #1
Parent #2	Parent #2	Parent #2
Community Member #1	Danielle Shoaf	Community Member #1
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	Brian Sandel	Business Representative #1
Business Representative #2	Business Representative #2	Business Representative #2
Paraprofessional #1	Christi McAfee	Paraprofessional #1
Paraprofessional #2	Mary Ann Hughes	Paraprofessional #2
Counselor	Cindy Lopez	Other School Leader (Nonteaching Professional) #3
Counselor	Samantha Gregory	Other School Leader (Nonteaching Professional) #4
Classroom Teacher	Cazzie Escalante	Special Education Teacher
Classroom Teacher	Shannon Riley	Pre-K Teacher

Addendums

