

# Cypress-Fairbanks Independent School District

## Sampson Elementary School

### 2018-2019 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



# Mission Statement

The mission of Sampson Elementary is to provide a caring community for all children which promotes academic excellence, fosters social and emotional growth, and promotes healthy lifestyles. Students' behavior will exemplify respect for others, accountability for actions, and good citizenship. Our goal is to provide children with the educational opportunities to insure that each child becomes a contributing and responsible member of society.

## Vision

The vision of Sampson Elementary is to provide children with the educational opportunities to insure that each child becomes a contributing and responsible member of society.

## Core Beliefs

At Sampson Elementary we are Sampson STRONG.

S- Show Integrity

T- Teamwork

R- Respect

O- Ownership

N- Neighborly

G- Growing Learner

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# Comprehensive Needs Assessment

Revised/Approved: September 21, 2018

## Student Achievement

### Student Achievement Strengths

The following strengths were identified: 97% of all reading students scored at approaching grade level standards

98% of all math students scored at approaching grade level standards

90% of all writing students scored at approaching grade level standards

99% of all science students scored at approaching grade level standards

Our 3rd grade students met the majority of their reading and math CIP growth targets at the "approaches" level.

Our 5th grade students met all of their reading, math and science CIP growth targets at the "approaches" level.

Our 3rd grade students met the majority of their reading CIP growth targets at the "meets" level.

Our 5th grade students met the majority of their reading CIP growth targets at the "meets" level.

Our 3rd grade students met the majority of their reading CIP growth targets at the "masters" level.

Our 5th grade students met the majority of their reading and math CIP growth targets at the "masters" level.

Sampson Elementary

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Reading: Our ESL and special education students did not show the same amount of progress as our other student populations at the meets and masters levels. **Root Cause:** Reading: We are not utilizing purposeful, data driven small group instruction every day.

**Problem Statement 2:** Writing: We did not meet very many of our CIP targets in our different student populations at the approaches, meets and masters levels. **Root Cause:** Writing: We do not have consistent vertical alignment of writing instruction in kindergarten through 5th grade.

**Problem Statement 3:** Math: Many of our student groups are not meeting the CIP targets at the masters level. **Root Cause:** Math: Staff needs a deeper understanding of how to differentiate for all learners.

**Problem Statement 4:** Science: Only one student group (special education) met the CIP target for the meets and masters levels. **Root Cause:** Science: Staff is not providing enough differentiation in science.

**Problem Statement 5:** The campus did not meet all campus performance objective targets in 2017-18. **Root Cause:** The need to deepen understanding of and address specific academic needs of all student groups.

# School Culture and Climate

## School Culture and Climate Summary

The following are the needs of the campus in regard to School Culture and Climate:

- \* increase opportunities to discuss concerns with campus administrators (94% out of 100%)
- \* improve communication in the area of how data impacts the decisions being made (93% out of 100%)
- \* improve the deliverance of the message that quality work is expected of all students (94% out of 100%)
- \* continue to expand the various forms of communication for the parents and school community

## School Culture and Climate Strengths

The following are the strengths of the campus in regard to School Culture and Climate:

Sampson Elementary continues to score at 93% or above in all indicators on the Employee Perception Survey. We also received very positive comments on all our 2017-18 parent survey conducted in October, 2017. The number of discipline referrals continue to be low, and our staff all participated in restorative practices training to begin the 2017-18 school year. Our student attendance ranks in the first Quartile of our STAAR campus comparison group.

# **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:

We will be intentional with individual staff recognition and celebrations.

## **Staff Quality, Recruitment, and Retention Strengths**

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

We will continue our tough hiring practices. We have 98% of our staff trained to work with gifted and talented students. We utilize our Staff Acknowledgement committee to help ensure that staff members feel valued.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

The following are the strengths of the campus in regard to Parent and Family Engagement:

- \* continue providing opportunities for parents and global volunteers during the school day and outside of the school day
- \* continue community service projects each nine weeks for students, staff, and community members
- \* continue to seek other opportunities for parents and global volunteers to be involved at Sampson

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Family Engagement: We have only about 80% of our parents participate in family events. **Root Cause:** Parent and Family Engagement: We need to offer events at various times throughout the day and offer virtual streaming if we can.



# Priority Problem Statements

**Problem Statement 1:** Reading: Our ESL and special education students did not show the same amount of progress as our other student populations at the meets and masters levels.

**Root Cause 1:** Reading: We are not utilizing purposeful, data driven small group instruction every day.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Math: Many of our student groups are not meeting the CIP targets at the masters level.

**Root Cause 2:** Math: Staff needs a deeper understanding of how to differentiate for all learners.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Science: Only one student group (special education) met the CIP target for the meets and masters levels.

**Root Cause 3:** Science: Staff is not providing enough differentiation in science.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** Writing: We did not meet very many of our CIP targets in our different student populations at the approaches, meets and masters levels.

**Root Cause 4:** Writing: We do not have consistent vertical alignment of writing instruction in kindergarten through 5th grade.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** The campus did not meet all campus performance objective targets in 2017-18.

**Root Cause 5:** The need to deepen understanding of and address specific academic needs of all student groups.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 6:** Parent and Family Engagement: We have only about 80% of our parents participate in family events.

**Root Cause 6:** Parent and Family Engagement: We need to offer events at various times throughout the day and offer virtual streaming if we can.

**Problem Statement 6 Areas:** Parent and Community Engagement

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

## Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

# Goals





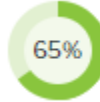

**Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.**

**Performance Objective 1:** Curriculum and Instruction & Accountability: By May 2019, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

**Evaluation Data Source(s) 1:** STAAR Writing, Reading, Math, and Science results

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** We will continue this goal with minor revisions.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Reading/ELA: Our teachers will increase their knowledge of differentiation by attending professional development sessions throughout the school year. These sessions will be led by various staff members and will occur before school, during school and after school.	2.4, 2.5, 2.6	Principal, Assistant Principals, and Instructional Specialists	Our teachers will provide purposeful, intentional small group instruction every day.  Meet or exceed the targets on the attached CIP target table.			
				<b>Problem Statements:</b> Student Achievement 1		
2) Writing: We will deepen the understanding of grade level TEKS and how they align vertically through discussions in PLCs, data digs and regularly scheduled vertical meetings.	2.4, 2.5, 2.6	Principal, Assistant Principals, and Instructional Specialists	Our writing instruction in grades kindergarten through 5th grade will be more consistent with strategies, language and expectations.  Meet or exceed the targets on the attached CIP target table.			
				<b>Problem Statements:</b> Student Achievement 2		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
3) Writing: Teachers will use flexible re-grouping during the school day, before school and after school.	2.4, 2.5, 2.6	Teachers, Instructional Specialists, Assistant Principals, and Principal	Students composition writing scores will improve by 2 points from the beginning of the year to the end of the year. Students revising and editing scores will improve by 10% from the beginning of the year to the end of the year.  Meet or exceed the targets on the attached CIP target table.			
				<b>Problem Statements:</b> Student Achievement 2		
4) Math: Our teachers will increase their knowledge of differentiation by attending professional development sessions throughout the school year. These sessions will be led by various staff members and will occur before school, during school and after school.	2.4, 2.5, 2.6	Principal, Assistant Principals, and Instructional Specialists	Our teachers will provide purposeful, intentional small group instruction every day.  Meet or exceed the targets on the attached CIP target table.			
				<b>Problem Statements:</b> Student Achievement 3		
5) Science: Our teachers will increase their knowledge of differentiation by attending professional development sessions throughout the school year. These sessions will be led by various staff members and will occur before school, during school and after school.	2.4, 2.5, 2.6	Principal, Assistant Principals, and Instructional Specialists	Our teachers will provide purposeful, intentional small group instruction every day.  Meet or exceed the targets on the attached CIP target table.			
				<b>Problem Statements:</b> Student Achievement 4		
6) Deepen understanding of and address specific academic needs of all student groups in an effort to provide opportunities for all children, including each of the subgroups (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners,) along with at-risk students to meet the challenging State academic standards.	2.4, 2.5, 2.6	Principal, Assistant Principal, and Instructional Specialists	Meet or exceed the targets on the attached CIP target table.			
				<b>Problem Statements:</b> Student Achievement 5		
7) Coordinated School Health Strategies: Students will participate in CATCH lessons and Fitnessgram.		Physical Education Teachers	Students will make healthy choices and meet Fitnessgram goals.			
= Accomplished     = No Progress     = Discontinue						

**Performance Objective 1 Problem Statements:**

## Student Achievement

**Problem Statement 1:** Reading: Our ESL and special education students did not show the same amount of progress as our other student populations at the meets and masters levels. **Root Cause 1:** Reading: We are not utilizing purposeful, data driven small group instruction every day.

**Problem Statement 2:** Writing: We did not meet very many of our CIP targets in our different student populations at the approaches, meets and masters levels. **Root Cause 2:** Writing: We do not have consistent vertical alignment of writing instruction in kindergarten through 5th grade.

**Problem Statement 3:** Math: Many of our student groups are not meeting the CIP targets at the masters level. **Root Cause 3:** Math: Staff needs a deeper understanding of how to differentiate for all learners.

**Problem Statement 4:** Science: Only one student group (special education) met the CIP target for the meets and masters levels. **Root Cause 4:** Science: Staff is not providing enough differentiation in science.

**Problem Statement 5:** The campus did not meet all campus performance objective targets in 2017-18. **Root Cause 5:** The need to deepen understanding of and address specific academic needs of all student groups.










## 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 2018-19 school year, 100% of the district's safety policies will be implemented.

**Evaluation Data Source(s) 1:** Record of safety drills and other required safety actions

**Summative Evaluation 1:** Met Performance Objective

**Next Year's Recommendation 1:** We will continue this goal.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Campus Safety: Safety training will occur at least once a month during faculty meetings and/or grade level meetings, professional development days, etc.		Principal, Assistant Principals	Sampson staff will be able to direct and assist all students and staff during any type of emergency situation.			
2) Conduct EOP safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors) throughout the year.		Principal	100% of the students will know their expectations for an actual emergency/crisis.			
 = Accomplished  = No Progress  = 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 2018-19 school year, student attendance will be at 97.2%.

**Evaluation Data Source(s) 2:** Student Attendance Records.

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** We will continue this goal.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Student Attendance: The Sampson staff will recognize students with perfect attendance each nine weeks. The staff will also recognize students with perfect attendance for the school year in May.		Principal and registrar	Sampson student attendance rate will increase by .1 for the 2018-19 school year.			
	<b>Funding Sources:</b> 199 - General Funds - 200.00					
2) Identify homeless students and provide the necessary services to support student success.		Registrar, EASE Counselor	100% of homeless students will be identified and will receive available services.			
= Accomplished                = No Progress                = 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 2018-19 school year, discipline referrals will be decreased by 5%.

**Evaluation Data Source(s) 3:** Discipline reports

**Summative Evaluation 3:** Met Performance Objective

**Next Year's Recommendation 3:** We will continue this goal.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Restorative Discipline: All staff members will effectively teach and reward students according to our PBIS- Sampson Strong.		Principal, Assistant Principal, Instructional Specialists and Counselor	The number of referrals for the 2018-19 school year will be fewer than the number of referrals for 2017-18 school year.			
2) Out of School Suspensions: The Assistant Principals will teach a mini lesson each month on restorative practices during their grade level meetings.		Principal, Assistant Principal, Instructional Specialists, and Counselor	Out of school suspensions will be reduced by 25%.			
3) Special Opportunity School: The Sampson staff will serve as mentors for students that are having a difficult time following the Sampson Strong matrix.		Principal, Assistant Principals, and Counselor	SOS placements will continue to be 0%.			
= Accomplished                = No Progress                = 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 2018-19 school year, teacher/paraprofessional attendance will increase by 2%.

**Evaluation Data Source(s) 1:** Teacher/Paraprofessional Attendance Reports

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** We will continue this goal with minor revisions.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Teacher/Paraprofessional Attendance: Sampson administrative team will recognize staff members with perfect attendance each nine weeks. (breakfast, duty free lunch, catered lunch, etc.)		Principal, Assistant Principals, Administrative secretary	The Sampson staff attendance rate will increase by .1% for the 2018-19 school year.			
<b>Funding Sources:</b> PTO - 200.00						
2) The district will provide an attendance incentive for full-time classroom teachers and campus paraprofessionals.		Principal	One teacher or paraprofessional (with +/- 2 absences in semester) will receive \$1,600 in the fall semester and the spring semester.			
= Accomplished                = No Progress                = 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 2018-19 school year, parent and family engagement will increase by 5%.

**Evaluation Data Source(s) 1:** Parent Survey  
Activity sign-in sheets/records

**Summative Evaluation 1:** Met Performance Objective

**Next Year's Recommendation 1:** We will continue this goal with revisions.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Parent and Family Engagement: Parents and guardians will be invited to attend and/or volunteer at a variety of school events both during and outside of the school day to increase their knowledge of our curriculum and/or to celebrate students' achievements.		Administrative team	A minimum of 10 parent/community events will be documented in the school newsletter.			
	<b>Problem Statements:</b> Parent and Community Engagement 1					
 = Accomplished  = No Progress  = Discontinue						

### Performance Objective 1 Problem Statements:

Parent and Community Engagement
<b>Problem Statement 1:</b> Parent and Family Engagement: We have only about 80% of our parents participate in family events. <b>Root Cause 1:</b> Parent and Family Engagement: We need to offer events at various times throughout the day and offer virtual streaming if we can.

# 2018-2019 Campus Site-Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Heather Motzny	Principal
Administrator	Karen Lyon	Assistant Principal
Administrator	Tracy Jacobsen	Assistant Principal
Classroom Teacher	Kim Fox	5th grade teacher
Classroom Teacher	Liz Hoeft	5th grade teacher
Classroom Teacher	Danielle York	4th grade teacher
Classroom Teacher	Lisa Garza	4th grade teacher
Classroom Teacher	Jennifer Bygness	4th grade teacher
Non-classroom Professional	Lori Wilson	Instructional Specialist
Non-classroom Professional	Missy Barfuss	Instructional Specialist
Classroom Teacher	Megan Blanchard	3rd grade teacher
Classroom Teacher	Katie Perry	3rd grade teacher
Classroom Teacher	Kim Maxian	Art teacher
Classroom Teacher	Melissa Zambrano	Reading Specialist
District-level Professional	Glenda Horner	Director of Professional Development
Classroom Teacher	Pam Lopez	1st grade teacher
Classroom Teacher	Gianna Tarantino	1st grade teacher
Classroom Teacher	Anne Marie Samford	2nd grade teacher
Classroom Teacher	Diana Callaghan	3rd grade teacher
Classroom Teacher	Lezith Reid	5th grade teacher
Classroom Teacher	Becky Moore	special education teacher
Classroom Teacher	Karen Smith	special education teacher

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Michelle Manuel	2nd grade teacher
Non-classroom Professional	Mary Bridget Maddan	Librarian
Classroom Teacher	Laura David	kindergarten teacher
Paraprofessional	Christie Rose	campus secretary
Paraprofessional	Jeanmarie Kroh	Administrative Secretary
Parent	Meghan Gomez	PTO president
Parent	Jami Nicolaisen	PTO VIPS vice present
Community Representative	Mary Dempster	community representative

# Campus Funding Summary

<b>199 - General Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	2	1	Attendance Incentives		\$200.00
<b>Sub-Total</b>					\$200.00
<b>PTO</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	1	1	Staff Attendance Incentives		\$200.00
<b>Sub-Total</b>					\$200.00
<b>Grand Total</b>					\$400.00

# Addendums



# 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 iXplore, the curriculum management system. iXplore 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) 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 iXplore use.
- Campus leaders use FAST (Feedback, Accountability, and Support Tool), 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 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.

## Mathematics

- Model and expect students to use the 4-step Problem Solving Process with all math problems.
- Post and use student-made anchor charts in math classrooms.
- Teach fact fluency for 10-15 minutes daily during math instruction.
- Use FASTT math to assist students with fact fluency.
- Use math manipulatives and provide hands-on experiences to help students develop concept understandings.
- Teach using District suggested best-practice strategies. Do not use "tricks" as they do not provide students with a mathematical explanation or understanding.
- Use Interactive Math Notebooks and send them home daily in 2<sup>nd</sup>- 5<sup>th</sup> grade.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- On a regular basis, an average of three times per week, integrate the seven classroom Chromebooks into the learning environment. Use the Chrome books so that students can create, collaborate, and share their thinking.

## Science

Engage students to become STEM literate with 5E lessons that

- are hands-on, inquiry-based lessons that require students to design and conduct investigations according to grade level TEKS expectations (K-1 = 80% of time, 2<sup>nd</sup>-3<sup>rd</sup> = 60% of time, 4<sup>th</sup>-5<sup>th</sup> = 50% of time);
- have students collect, analyze, and represent data in a variety of ways (graphic organizers, tables, charts, diagrams, infographics, foldables);
- have students communicate results orally and/or in writing based on evidence that supports their thinking;
- cause critical reasoning and thinking to find relevant solutions to classroom-based problems and real world applications;
- integrate technology applications such as web 2.0 resources, Explore Learning, National Geographic, and Houghton Mifflin Harcourt Science Fusion; and
- facilitate an understanding of science vocabulary using note booking and communication skills (listening, speaking, reading, and writing).

# 2018-2019 District Writing Plan

## **Purpose:**

To monitor teacher instruction and student work in order to provide training and support necessary to raise student achievement in the area of writing.

**Collection Units:** Personal Narrative (2nd-4th), Expository (3rd-5th), and Prompt-based Essay (3rd-5th) and Literary Essay (5th).

## **Actions:**

1. **2nd - 5th grade students' samples\*** will be uploaded to a specified folder and randomly collected for district monitoring.
  - The **samples will be collected** throughout the writing process
  - Campus administration** will collect **10 try it out samples, 10 on-demand samples** from the same students, and fill out the feedback form.
  - District personnel will read random samples and complete feedback form for campus comparison.
2. **2nd-5th grade teacher's sample** for modeling with specific units will be uploaded in the shared folder
  - Teacher is expected to generate a piece or accommodate the district piece to model with the students during the shared writing time
  - Units chosen by district curriculum department
3. **2nd-5th grade students' samples** with rubric explanations will be hung in every writing classroom for students - Success Criteria (Units - Personal Narrative, Expository, and Prompt-based Essay)
4. **Student samples** will be displayed throughout the building by grade level and celebrated by campus administration - Writing Revolution!
  - Campus instructional specialist will change out the samples based on unit
5. **3rd-5th Revising and editing checkpoints** will be taken by every campus and monitored by district personnel
  - Must be given on the district designated day
  - Scanning** will be monitored and results shared with the curriculum team, Dr. Macias, and Dr. Henry
6. **Student writing** will be **utilized weekly and monitored by campus** using a grade level specific observation form so students are writing everyday
7. **4th Grade BOY DPM writing samples with rubrics** to be collected and reviewed by district personnel (Coordinators, ELAR Coaches, Bilingual, SPED Coaches, and Teachers)
  - Trends and patterns within the collection will be noted and feedback provided to the instructional specialist for unit planning

8. **4th Grade Benchmark writing samples with rubrics** to be **collected and reviewed** by district personnel (Coordinators, ELAR Coaches, Bilingual, SPED Coaches, and Teachers)
  - Trends and patterns within the collective group will be noted and feedback provided to the instructional specialist for unit planning
9. **5th Grade MOY writing samples with rubrics** to be collected and reviewed by district personnel (Coordinators, ELAR Coaches, Bilingual, SPED Coaches, and Teachers)
10. **3rd Grade EOY writing samples with rubrics** to be collected and reviewed by district personnel (Coordinators, ELAR Coaches, Bilingual, SPED Coaches, and Teachers)
11. **2nd Grade EOY writing samples with rubrics** to be collected and reviewed by district personnel (Coordinators, ELAR Coaches, Bilingual, SPED Coaches, and Teachers)
12. **All 4th grade, All AB, Resource, and All Bilingual/SEI** teachers will attend an *all day* district scoring training (October 2,3, 4, 9 or 11)
13. **All NEW Literacy** teachers attend **Teacher Literacy Academy** in July 8-11, 15-18 (8 days starting 2019 - Participants will be paid a stipend for attending)
14. **All 3rd grade** teachers will attend district scoring training (February TBD)
15. **ALL 4th Grade Teachers** attend ½ day training determined by principal committee ( Spring TBD)
16. **4th grade teachers** will attend a STAAR Saturday for Review Unit planning and data analysis (Paid Attendance)
17. District coaches will consult with Victoria Young about district curriculum and advise next steps (October, January, March)
18. District coaches, instructional specialists, assistant principals, and principals will consult with Victoria Young about STAAR alignment, writing scoring, and writing best practices
19. District will hold a district writing symposium for 3rd and 4th grade teachers with *Victoria Young* (November 3)
20. A District scoring and curriculum team will be created and meet regularly to discuss samples and curriculum progression (principals will nominate by cluster and participants will be paid for attendance)
21. District will continue with Patterns of Power (POP) Cohorts started in spring of 2018 (4th & 5th)
  - Adding 2nd and 3rd in fall of 2018
  - Bilingual POP Cohort starting fall of 2018

## **Samples within units to be uploaded: Clarification**

- All “Try It Out” Samples** stated in specific units (2nd,3rd, 4th, and 5th)- Grade level collection
  - The **Try it out sample** happens after immersion. The students write about a topic that matches the genre they have been reading and critiquing. The teacher may choose to give students the same prompt or allow students to choose from a collection. This piece is

written during the writing portion of the writing workshop. (45 minutes) Teachers use this piece to see what the student absorbed from the immersion period and plans instruction.

- ❑ **“On Demand” Sample** for Personal Narrative (2nd-4th), Expository, (3rd-5th) and Prompt-based Essay Units (4th) - grade level collection
  - ❑ The **On-Demand** piece is written after the unit. Teachers may choose to give students the same prompt or a collection and the student chooses. The piece is written during the writing block (60 minutes). It is not a published piece, and students may not finish.
- ❑ **Planning process** (Expository - student choice piece, Prompt-based Essay, Literary Essay - (by teacher )
  - ❑ Planning Documents that ***could be collected***:
    - ❑ Brainstorming list/Seed collection charts or list (Heart maps or other maps)
    - ❑ Graphic Organizers for planning draft
    - ❑ Any evidence gathering/ Revision documents
- ❑ **Unit Drafts** (Personal Narrative, Student Choice Piece Expository, Prompt-based Essay)- (collected by teacher)

Cypress-Fairbanks Independent School District  
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Content	Grade	Campus	Student Group	Tested 2018	2018 Approaches		2019 Approaches Incremental Growth Target	% Growth Needed	Tested 2019	2019 Approaches	
					#	%				#	%
Reading	3	Sampson	All	197	191	97%	100%	3%	169	165	98%
Reading	3	Sampson	Hispanic	22	22	100%	100%	0%	30	30	100%
Reading	3	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Sampson	Asian	36	36	100%	100%	0%	25	25	100%
Reading	3	Sampson	African Am.	7	5	71%	80%	9%	5	5	100%
Reading	3	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Sampson	White	125	122	98%	100%	2%	102	99	97%
Reading	3	Sampson	Two or More	7	6	86%	89%	3%	7	6	86%
Reading	3	Sampson	Eco. Dis.	12	10	83%	86%	3%	16	16	100%
Reading	3	Sampson	LEP Current	7	6	86%	89%	3%	6	6	100%
Reading	3	Sampson	LEP M1	*	*	*	*	*	*	*	*
Reading	3	Sampson	LEP M2	10	10	100%	100%	0%	5	5	100%
Reading	3	Sampson	SPED	12	9	75%	75%	0%	15	12	80%
Reading	4	Sampson	All	179	171	96%	100%	4%	196	187	95%
Reading	4	Sampson	Hispanic	32	28	88%	90%	2%	23	19	83%
Reading	4	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Sampson	Asian	26	25	96%	99%	3%	35	35	100%
Reading	4	Sampson	African Am.	6	6	100%	100%	0%	6	3	50%
Reading	4	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Sampson	White	107	104	97%	100%	3%	126	125	99%
Reading	4	Sampson	Two or More	8	8	100%	100%	0%	6	5	83%
Reading	4	Sampson	Eco. Dis.	22	21	95%	98%	3%	10	8	80%
Reading	4	Sampson	LEP Current	*	*	*	*	*	8	4	50%
Reading	4	Sampson	LEP M1	8	7	88%	90%	2%	*	*	*
Reading	4	Sampson	LEP M2	*	*	*	*	*	*	*	*
Reading	4	Sampson	SPED	17	11	65%	70%	5%	12	8	67%
Read Cumulative	5	Sampson	All	179	178	99%	100%	1%	195	192	98%
Read Cumulative	5	Sampson	Hispanic	27	27	100%	100%	0%	34	33	97%
Read Cumulative	5	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Read Cumulative	5	Sampson	Asian	23	23	100%	100%	0%	26	26	100%
Read Cumulative	5	Sampson	African Am.	*	*	*	*	*	10	10	100%
Read Cumulative	5	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Read Cumulative	5	Sampson	White	117	117	100%	100%	0%	117	115	98%
Read Cumulative	5	Sampson	Two or More	8	8	100%	100%	0%	8	8	100%
Read Cumulative	5	Sampson	Eco. Dis.	10	10	100%	100%	0%	26	26	100%
Read Cumulative	5	Sampson	LEP Current	5	5	100%	100%	0%	*	*	*
Read Cumulative	5	Sampson	LEP M1	*	*	*	*	*	*	*	*
Read Cumulative	5	Sampson	LEP M2	*	*	*	*	*	9	9	100%
Read Cumulative	5	Sampson	SPED	9	8	89%	90%	1%	13	10	77%

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					#	%				#	%
Math	3	Sampson	All	197	191	97%	100%	3%	169	164	97%
Math	3	Sampson	Hispanic	22	22	100%	100%	0%	30	28	93%
Math	3	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Sampson	Asian	36	36	100%	100%	0%	25	25	100%
Math	3	Sampson	African Am.	7	6	86%	89%	3%	5	4	80%
Math	3	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Sampson	White	125	121	97%	100%	3%	102	100	98%
Math	3	Sampson	Two or More	7	6	86%	89%	3%	7	7	100%
Math	3	Sampson	Eco. Dis.	12	11	92%	95%	3%	16	15	94%
Math	3	Sampson	LEP Current	7	6	86%	89%	3%	6	6	100%
Math	3	Sampson	LEP M1	*	*	*	*	*	*	*	*
Math	3	Sampson	LEP M2	10	10	100%	100%	0%	5	5	100%
Math	3	Sampson	SPED	12	8	67%	70%	3%	15	13	87%
Math	4	Sampson	All	179	171	96%	99%	3%	195	189	97%
Math	4	Sampson	Hispanic	32	30	94%	97%	3%	23	23	100%
Math	4	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Sampson	Asian	26	26	100%	100%	0%	34	34	100%
Math	4	Sampson	African Am.	6	6	100%	100%	0%	6	4	67%
Math	4	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Sampson	White	107	101	94%	97%	3%	126	122	97%
Math	4	Sampson	Two or More	8	8	100%	100%	0%	6	6	100%
Math	4	Sampson	Eco. Dis.	22	21	95%	98%	3%	10	9	90%
Math	4	Sampson	LEP Current	*	*	*	*	*	8	8	100%
Math	4	Sampson	LEP M1	8	8	100%	100%	0%	*	*	*
Math	4	Sampson	LEP M2	*	*	*	*	*	*	*	*
Math	4	Sampson	SPED	17	13	76%	79%	3%	12	7	58%
Math Cumulative	5	Sampson	All	179	178	99%	100%	1%	196	194	99%
Math Cumulative	5	Sampson	Hispanic	27	27	100%	100%	0%	34	33	97%
Math Cumulative	5	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Math Cumulative	5	Sampson	Asian	23	23	100%	100%	0%	27	27	100%
Math Cumulative	5	Sampson	African Am.	*	*	*	*	*	10	10	100%
Math Cumulative	5	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Math Cumulative	5	Sampson	White	117	117	100%	100%	0%	117	116	99%
Math Cumulative	5	Sampson	Two or More	8	8	100%	100%	0%	8	8	100%
Math Cumulative	5	Sampson	Eco. Dis.	10	10	100%	100%	0%	26	25	96%
Math Cumulative	5	Sampson	LEP Current	5	5	100%	100%	0%	*	*	*
Math Cumulative	5	Sampson	LEP M1	*	*	*	*	*	*	*	*
Math Cumulative	5	Sampson	LEP M2	*	*	*	*	*	9	9	100%
Math Cumulative	5	Sampson	SPED	9	8	89%	92%	3%	13	12	92%

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Content	Grade	Campus	Student Group	Tested 2018	2018 Approaches		2019 Approaches Incremental Growth Target	% Growth Needed	Tested 2019	2019 Approaches	
					#	%				#	%
Writing	4	Sampson	All	178	161	90%	95%	5%	196	182	93%
Writing	4	Sampson	Hispanic	32	29	91%	94%	3%	23	19	83%
Writing	4	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Writing	4	Sampson	Asian	26	25	96%	99%	3%	35	33	94%
Writing	4	Sampson	African Am.	6	5	83%	86%	3%	6	4	67%
Writing	4	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Writing	4	Sampson	White	106	95	90%	95%	5%	126	121	96%
Writing	4	Sampson	Two or More	8	7	88%	91%	3%	6	5	83%
Writing	4	Sampson	Eco. Dis.	22	19	86%	89%	3%	10	8	80%
Writing	4	Sampson	LEP Current	*	*	*	*	*	8	3	38%
Writing	4	Sampson	LEP M1	8	8	100%	100%	0%	*	*	*
Writing	4	Sampson	LEP M2	*	*	*	*	*	*	*	*
Writing	4	Sampson	SPED	17	7	41%	50%	9%	12	5	42%
Science	5	Sampson	All	176	174	99%	100%	1%	193	187	97%
Science	5	Sampson	Hispanic	27	27	100%	100%	0%	33	32	97%
Science	5	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Sampson	Asian	23	23	100%	100%	0%	26	25	96%
Science	5	Sampson	African Am.	*	*	*	*	*	10	9	90%
Science	5	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Sampson	White	114	114	100%	100%	0%	116	113	97%
Science	5	Sampson	Two or More	7	7	100%	100%	0%	8	8	100%
Science	5	Sampson	Eco. Dis.	9	9	100%	100%	0%	25	24	96%
Science	5	Sampson	LEP Current	5	5	100%	100%	0%	*	*	*
Science	5	Sampson	LEP M1	*	*	*	*	*	*	*	*
Science	5	Sampson	LEP M2	*	*	*	*	*	9	9	100%
Science	5	Sampson	SPED	8	7	88%	91%	3%	14	9	64%



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					#	%				#	%
Reading	3	Sampson	All	197	154	78%	81%	3%	169	131	78%
Reading	3	Sampson	Hispanic	22	18	82%	85%	3%	30	19	63%
Reading	3	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Sampson	Asian	36	28	78%	81%	3%	25	23	92%
Reading	3	Sampson	African Am.	7	2	29%	40%	11%	5	2	40%
Reading	3	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Sampson	White	125	102	82%	85%	3%	102	82	80%
Reading	3	Sampson	Two or More	7	4	57%	60%	3%	7	5	71%
Reading	3	Sampson	Eco. Dis.	12	7	58%	65%	7%	16	13	81%
Reading	3	Sampson	LEP Current	7	1	14%	25%	11%	6	6	100%
Reading	3	Sampson	LEP M1	*	*	*	*	*	*	*	*
Reading	3	Sampson	LEP M2	10	8	80%	83%	3%	5	5	100%
Reading	3	Sampson	SPED	12	4	33%	40%	7%	15	6	40%
Reading	4	Sampson	All	179	132	74%	77%	3%	196	151	77%
Reading	4	Sampson	Hispanic	32	22	69%	72%	3%	23	14	61%
Reading	4	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Sampson	Asian	26	24	92%	95%	3%	35	27	77%
Reading	4	Sampson	African Am.	6	4	67%	70%	3%	6	3	50%
Reading	4	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Sampson	White	107	78	73%	76%	3%	126	104	83%
Reading	4	Sampson	Two or More	8	4	50%	53%	3%	6	3	50%
Reading	4	Sampson	Eco. Dis.	22	14	64%	67%	3%	10	8	80%
Reading	4	Sampson	LEP Current	*	*	*	*	*	8	1	13%
Reading	4	Sampson	LEP M1	8	6	75%	78%	3%	*	*	*
Reading	4	Sampson	LEP M2	*	*	*	*	*	*	*	*
Reading	4	Sampson	SPED	17	5	29%	35%	6%	12	2	17%
Read Cumulative	5	Sampson	All	179	157	88%	88%	0%	195	170	87%
Read Cumulative	5	Sampson	Hispanic	27	22	81%	81%	0%	34	31	91%
Read Cumulative	5	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Read Cumulative	5	Sampson	Asian	23	20	87%	90%	3%	26	23	88%
Read Cumulative	5	Sampson	African Am.	*	*	*	*	*	10	8	80%
Read Cumulative	5	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Read Cumulative	5	Sampson	White	117	106	91%	91%	0%	117	100	85%
Read Cumulative	5	Sampson	Two or More	8	7	88%	88%	0%	8	8	100%
Read Cumulative	5	Sampson	Eco. Dis.	10	8	80%	80%	0%	26	21	81%
Read Cumulative	5	Sampson	LEP Current	5	1	20%	25%	5%	*	*	*
Read Cumulative	5	Sampson	LEP M1	*	*	*	*	*	*	*	*
Read Cumulative	5	Sampson	LEP M2	*	*	*	*	*	9	7	78%
Read Cumulative	5	Sampson	SPED	9	6	67%	67%	0%	13	5	38%

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					#	%				#	%
Math	3	Sampson	All	197	148	75%	78%	3%	169	127	75%
Math	3	Sampson	Hispanic	22	12	55%	58%	3%	30	20	67%
Math	3	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Sampson	Asian	36	32	89%	92%	3%	25	20	80%
Math	3	Sampson	African Am.	7	2	29%	35%	6%	5	2	40%
Math	3	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Sampson	White	125	99	79%	82%	3%	102	79	77%
Math	3	Sampson	Two or More	7	3	43%	50%	7%	7	6	86%
Math	3	Sampson	Eco. Dis.	12	6	50%	53%	3%	16	13	81%
Math	3	Sampson	LEP Current	7	2	29%	35%	6%	6	4	67%
Math	3	Sampson	LEP M1	*	*	*	*	*	*	*	*
Math	3	Sampson	LEP M2	10	10	100%	100%	0%	5	5	100%
Math	3	Sampson	SPED	12	6	50%	55%	5%	15	7	47%
Math	4	Sampson	All	179	148	83%	86%	3%	195	156	80%
Math	4	Sampson	Hispanic	32	25	78%	81%	3%	23	13	57%
Math	4	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Sampson	Asian	26	24	92%	95%	3%	34	31	91%
Math	4	Sampson	African Am.	6	4	67%	70%	3%	6	3	50%
Math	4	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Sampson	White	107	89	83%	86%	3%	126	105	83%
Math	4	Sampson	Two or More	8	6	75%	78%	3%	6	4	67%
Math	4	Sampson	Eco. Dis.	22	15	68%	71%	3%	10	7	70%
Math	4	Sampson	LEP Current	*	*	*	*	*	8	4	50%
Math	4	Sampson	LEP M1	8	8	100%	100%	0%	*	*	*
Math	4	Sampson	LEP M2	*	*	*	*	*	*	*	*
Math	4	Sampson	SPED	17	8	47%	50%	3%	12	3	25%
Math Cumulative	5	Sampson	All	179	170	95%	95%	0%	196	184	94%
Math Cumulative	5	Sampson	Hispanic	27	26	96%	96%	0%	34	32	94%
Math Cumulative	5	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Math Cumulative	5	Sampson	Asian	23	22	96%	96%	0%	27	25	93%
Math Cumulative	5	Sampson	African Am.	*	*	*	*	*	10	9	90%
Math Cumulative	5	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Math Cumulative	5	Sampson	White	117	111	95%	95%	0%	117	110	94%
Math Cumulative	5	Sampson	Two or More	8	8	100%	100%	0%	8	8	100%
Math Cumulative	5	Sampson	Eco. Dis.	10	8	80%	80%	0%	26	23	88%
Math Cumulative	5	Sampson	LEP Current	5	4	80%	80%	0%	*	*	*
Math Cumulative	5	Sampson	LEP M1	*	*	*	*	*	*	*	*
Math Cumulative	5	Sampson	LEP M2	*	*	*	*	*	9	9	100%
Math Cumulative	5	Sampson	SPED	9	4	44%	50%	6%	13	7	54%

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					#	%				#	%
Writing	4	Sampson	All	178	131	74%	77%	3%	196	142	72%
Writing	4	Sampson	Hispanic	32	21	66%	69%	3%	23	11	48%
Writing	4	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Writing	4	Sampson	Asian	26	24	92%	95%	3%	35	28	80%
Writing	4	Sampson	African Am.	6	4	67%	70%	3%	6	3	50%
Writing	4	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Writing	4	Sampson	White	106	78	74%	77%	3%	126	96	76%
Writing	4	Sampson	Two or More	8	4	50%	53%	3%	6	4	67%
Writing	4	Sampson	Eco. Dis.	22	14	64%	67%	3%	10	7	70%
Writing	4	Sampson	LEP Current	*	*	*	*	*	8	2	25%
Writing	4	Sampson	LEP M1	8	4	50%	53%	3%	*	*	*
Writing	4	Sampson	LEP M2	*	*	*	*	*	*	*	*
Writing	4	Sampson	SPED	17	5	29%	35%	6%	12	2	17%
Science	5	Sampson	All	176	143	81%	84%	3%	193	174	90%
Science	5	Sampson	Hispanic	27	19	70%	73%	3%	33	30	91%
Science	5	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Sampson	Asian	23	20	87%	90%	3%	26	24	92%
Science	5	Sampson	African Am.	*	*	*	*	*	10	8	80%
Science	5	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Sampson	White	114	97	85%	88%	3%	116	105	91%
Science	5	Sampson	Two or More	7	5	71%	74%	3%	8	7	88%
Science	5	Sampson	Eco. Dis.	9	6	67%	70%	3%	25	19	76%
Science	5	Sampson	LEP Current	5	3	60%	63%	3%	*	*	*
Science	5	Sampson	LEP M1	*	*	*	*	*	*	*	*
Science	5	Sampson	LEP M2	*	*	*	*	*	9	8	89%
Science	5	Sampson	SPED	8	6	75%	78%	3%	14	8	57%

Cypress-Fairbanks Independent School District  
 Department of School Improvement and Accountability  
**2018-19 Masters CIP Targets**

The targets listed below meet minimum expectations.

Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

STAAR English Results: 2019 Data (ETS data file 6-10-19) and 2018 Data (ETS data file 6-13-18). SSI Cumulative Results also include Spanish.

Content	Grade	Campus	Student Group	Tested 2018	2018 Masters		2019 Masters Incremental Growth Target	% Growth Needed	Tested 2019	2019 Masters	
					#	%				#	%
Reading	3	Sampson	All	197	124	63%	66%	3%	169	98	58%
Reading	3	Sampson	Hispanic	22	12	55%	58%	3%	30	12	40%
Reading	3	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Sampson	Asian	36	25	69%	72%	3%	25	21	84%
Reading	3	Sampson	African Am.	7	2	29%	32%	3%	5	1	20%
Reading	3	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Sampson	White	125	82	66%	69%	3%	102	59	58%
Reading	3	Sampson	Two or More	7	3	43%	48%	5%	7	5	71%
Reading	3	Sampson	Eco. Dis.	12	7	58%	61%	3%	16	7	44%
Reading	3	Sampson	LEP Current	7	0	0%	2%	2%	6	3	50%
Reading	3	Sampson	LEP M1	*	*	*	*	*	*	*	*
Reading	3	Sampson	LEP M2	10	8	80%	83%	3%	5	4	80%
Reading	3	Sampson	SPED	12	4	33%	36%	3%	15	4	27%
Reading	4	Sampson	All	179	89	50%	63%	13%	196	95	48%
Reading	4	Sampson	Hispanic	32	14	44%	61%	17%	23	9	39%
Reading	4	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Sampson	Asian	26	18	69%	72%	3%	35	20	57%
Reading	4	Sampson	African Am.	6	1	17%	20%	3%	6	1	17%
Reading	4	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Sampson	White	107	54	50%	65%	15%	126	63	50%
Reading	4	Sampson	Two or More	8	2	25%	40%	15%	6	2	33%
Reading	4	Sampson	Eco. Dis.	22	10	45%	55%	10%	10	3	30%
Reading	4	Sampson	LEP Current	*	*	*	*	*	8	1	13%
Reading	4	Sampson	LEP M1	8	4	50%	53%	3%	*	*	*
Reading	4	Sampson	LEP M2	*	*	*	*	*	*	*	*
Reading	4	Sampson	SPED	17	4	24%	30%	6%	12	1	8%
Read Cumulative	5	Sampson	All	179	119	66%	66%	0%	195	123	63%
Read Cumulative	5	Sampson	Hispanic	27	16	59%	59%	0%	34	20	59%
Read Cumulative	5	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Read Cumulative	5	Sampson	Asian	23	14	61%	65%	4%	26	21	81%
Read Cumulative	5	Sampson	African Am.	*	*	*	*	*	10	2	20%
Read Cumulative	5	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Read Cumulative	5	Sampson	White	117	81	69%	69%	0%	117	75	64%
Read Cumulative	5	Sampson	Two or More	8	7	88%	88%	0%	8	5	63%
Read Cumulative	5	Sampson	Eco. Dis.	10	4	40%	45%	5%	26	11	42%
Read Cumulative	5	Sampson	LEP Current	5	1	20%	25%	5%	*	*	*
Read Cumulative	5	Sampson	LEP M1	*	*	*	*	*	*	*	*
Read Cumulative	5	Sampson	LEP M2	*	*	*	*	*	9	4	44%
Read Cumulative	5	Sampson	SPED	9	2	22%	25%	3%	13	1	8%

Cypress-Fairbanks Independent School District  
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STAAR English Results: 2019 Data (ETS data file 6-10-19) and 2018 Data (ETS data file 6-13-18). SSI Cumulative Results also include Spanish.

Content	Grade	Campus	Student Group	Tested 2018	2018 Masters		2019 Masters Incremental Growth Target	% Growth Needed	Tested 2019	2019 Masters	
					#	%				#	%
Math	3	Sampson	All	197	97	49%	52%	3%	169	70	41%
Math	3	Sampson	Hispanic	22	8	36%	39%	3%	30	9	30%
Math	3	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Sampson	Asian	36	24	67%	70%	3%	25	13	52%
Math	3	Sampson	African Am.	7	1	14%	20%	6%	5	2	40%
Math	3	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Sampson	White	125	62	50%	53%	3%	102	44	43%
Math	3	Sampson	Two or More	7	2	29%	32%	3%	7	2	29%
Math	3	Sampson	Eco. Dis.	12	1	8%	11%	3%	16	5	31%
Math	3	Sampson	LEP Current	7	0	0%	10%	10%	6	2	33%
Math	3	Sampson	LEP M1	*	*	*	*	*	*	*	*
Math	3	Sampson	LEP M2	10	8	80%	83%	3%	5	4	80%
Math	3	Sampson	SPED	12	2	17%	20%	3%	15	4	27%
Math	4	Sampson	All	179	107	60%	60%	0%	195	115	59%
Math	4	Sampson	Hispanic	32	19	59%	59%	0%	23	7	30%
Math	4	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Sampson	Asian	26	21	81%	81%	0%	34	27	79%
Math	4	Sampson	African Am.	6	0	0%	20%	20%	6	1	17%
Math	4	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Sampson	White	107	64	60%	60%	0%	126	77	61%
Math	4	Sampson	Two or More	8	3	38%	38%	0%	6	3	50%
Math	4	Sampson	Eco. Dis.	22	10	45%	45%	0%	10	6	60%
Math	4	Sampson	LEP Current	*	*	*	*	*	8	3	38%
Math	4	Sampson	LEP M1	8	6	75%	75%	0%	*	*	*
Math	4	Sampson	LEP M2	*	*	*	*	*	*	*	*
Math	4	Sampson	SPED	17	5	29%	32%	3%	12	2	17%
Math Cumulative	5	Sampson	All	179	132	74%	74%	0%	196	156	80%
Math Cumulative	5	Sampson	Hispanic	27	16	59%	62%	3%	34	25	74%
Math Cumulative	5	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Math Cumulative	5	Sampson	Asian	23	20	87%	87%	0%	27	24	89%
Math Cumulative	5	Sampson	African Am.	*	*	*	*	*	10	6	60%
Math Cumulative	5	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Math Cumulative	5	Sampson	White	117	87	74%	74%	0%	117	95	81%
Math Cumulative	5	Sampson	Two or More	8	7	88%	88%	0%	8	6	75%
Math Cumulative	5	Sampson	Eco. Dis.	10	6	60%	60%	0%	26	15	58%
Math Cumulative	5	Sampson	LEP Current	5	3	60%	60%	0%	*	*	*
Math Cumulative	5	Sampson	LEP M1	*	*	*	*	*	*	*	*
Math Cumulative	5	Sampson	LEP M2	*	*	*	*	*	9	8	89%
Math Cumulative	5	Sampson	SPED	9	3	33%	35%	2%	13	5	38%

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STAAR English Results: 2019 Data (ETS data file 6-10-19) and 2018 Data (ETS data file 6-13-18). SSI Cumulative Results also include Spanish.

Content	Grade	Campus	Student Group	Tested 2018	2018 Masters		2019 Masters Incremental Growth Target	% Growth Needed	Tested 2019	2019 Masters	
					#	%				#	%
Writing	4	Sampson	All	178	52	29%	35%	6%	196	74	38%
Writing	4	Sampson	Hispanic	32	11	34%	37%	3%	23	4	17%
Writing	4	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Writing	4	Sampson	Asian	26	12	46%	49%	3%	35	17	49%
Writing	4	Sampson	African Am.	6	0	0%	10%	10%	6	1	17%
Writing	4	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Writing	4	Sampson	White	106	27	25%	30%	5%	126	52	41%
Writing	4	Sampson	Two or More	8	2	25%	30%	5%	6	0	0%
Writing	4	Sampson	Eco. Dis.	22	4	18%	21%	3%	10	3	30%
Writing	4	Sampson	LEP Current	*	*	*	*	*	8	0	0%
Writing	4	Sampson	LEP M1	8	1	13%	20%	7%	*	*	*
Writing	4	Sampson	LEP M2	*	*	*	*	*	*	*	*
Writing	4	Sampson	SPED	17	2	12%	15%	3%	12	0	0%
Science	5	Sampson	All	176	80	45%	50%	5%	193	133	69%
Science	5	Sampson	Hispanic	27	11	41%	46%	5%	33	19	58%
Science	5	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Sampson	Asian	23	15	65%	68%	3%	26	21	81%
Science	5	Sampson	African Am.	*	*	*	*	*	10	5	50%
Science	5	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Sampson	White	114	50	44%	47%	3%	116	82	71%
Science	5	Sampson	Two or More	7	2	29%	32%	3%	8	6	75%
Science	5	Sampson	Eco. Dis.	9	2	22%	25%	3%	25	13	52%
Science	5	Sampson	LEP Current	5	1	20%	25%	5%	*	*	*
Science	5	Sampson	LEP M1	*	*	*	*	*	*	*	*
Science	5	Sampson	LEP M2	*	*	*	*	*	9	6	67%
Science	5	Sampson	SPED	8	2	25%	30%	5%	14	6	43%