

Cypress-Fairbanks Independent School District

Sampson Elementary School

2021-2022 Campus Improvement Plan



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 ensure 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 ensure 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

Needs Assessment Overview

Needs Assessment Overview Summary

Student Achievement

Student Achievement Strengths

- 94% of our 3rd grade students scored Approaches on the STAAR Reading Assessment.
- 74% of our 3rd grade students scored Meets on the STAAR Reading Assessment.
- 53% of our 3rd grade students scored Masters on the STAAR Reading Assessment.
- 45% of our 4th grade students scored Masters on the STAAR Reading Assessment.
- 97% of our 5th grade students scored Approaches on the STAAR Reading Assessment.
- 86% of our 5th grade students scored Meets on the STAAR Reading Assessment.
- 72% of our 5th grade students scored Masters on the STAAR Reading Assessment.
- 94% of our 3rd grade students scored Approaches on the STAAR Math Assessment.
- 99% of our 5th grade students scored Approaches on the STAAR Math Assessment.
- 88% of our 5th grade students scored Meets on the STAAR Math Assessment.
- 72% of our 5th grade students scored Masters on the STAAR Math Assessment.
- 98% of our 5th grade students scored Masters on the STAAR Science Assessment.
- 80% of our 5th grade students scored Meets on the STAAR Science Assessment.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: Our African American, Emergent Bilingual 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 Meets and Masters level. **Root Cause:** Writing: We are not utilizing purposeful, data driven small group instruction every day.

Problem Statement 3: Math: Many of our student groups are not meeting the CIP targets at the meets (3rd and 4th grade) and masters (3rd and 4th grade) levels. **Root Cause:** Math: We are not utilizing purposeful, data driven small group instruction every day.

Problem Statement 4: Science: Only 50% of our 5th grade science students scored Masters on the STAAR Science Assessment. **Root Cause:** Science: Staff needs a deeper understanding of how to differentiate in science.

Problem Statement 5: Students are beginning the 2021-22 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.

School Culture and Climate

School Culture and Climate Strengths

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

- * Our overall attendance rate for the year (97.97%) is above the district average.
- * Our PBIS Committees are actively involved and present at either staff or grade level meetings each month.
- * Our 4th and 5th grade students serve as Kindergarten and 1st Grade Buddies throughout the school year.
- * We completed all of our safety training and drills for the 2020-21 school year.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Our student attendance rate will drop this year. **Root Cause:** School Culture and Climate: We are asking students and staff to stay home when they have even one Covid symptom.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- * Sampson has very little staff turn over from year to year.
- * The Sampson staff is very involved in our community. Staff members support students and staff in their extra curricular activities.
- * Sampson offers a variety of professional development opportunities for teachers during the school day and after school.
- * We had 5 staff members with perfect attendance for the 20-21 school year. We provide incentives for staff with perfect attendance each nine weeks. Staff members with perfect attendance for the entire year receive their own reserved parking space for the next school year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: We have a high rate of staff absenteeism each year. **Root Cause:** Teacher/Paraprofessional Attendance: We need to encourage our staff members not to take trips during the school year.

Parent and Community Engagement

Parent and Community Engagement Strengths

Sampson PTO partners with us to host events throughout the school year. During the fall semester some of our events include: Nature Trails, Family Reading Night, Field Day, Veterans' Day, 3rd Grade Musical Performance, 5th Grade Winter Program, Jingle Bell Jog and Holiday Parties. During the spring semester our events include 1st Grade Program, Spring Choir Program, Biz Town, 5th Grade Day, Garden Parties, Family Bingo Night, and End of Year Parties.

Problem Statements Identifying Parent and Community Engagement Needs

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

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 2021, 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading: Our teachers will plan and implement purposeful, differentiated small group instruction during their PLCs each week. This will be documented in their weekly lesson plans.</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, Assistant Principal, Instructional Specialists, and teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Writing: Our teachers will plan and implement purposeful, differentiated small group instruction during their PLCs each week. This will be documented in their weekly lesson plans.</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, Assistant Principal, Instructional Specialists, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Reading/ Writing: Teachers will use flexible re-grouping during the school day, before school and after school.</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, Assistant Principals, Instructional Specialists, teachers</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Math: Our teachers will plan and implement purposeful, differentiated small group instruction during their PLCs each week. This will be documented in their weekly lesson plans.</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, Assistant Principal, Instructional Specialists, teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Science: Our teachers will plan and implement purposeful, differentiated small group instruction during their PLCs each week. This will be documented in their weekly lesson plans.</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, Assistant Principal, Instructional Specialists, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes individualized and small group instruction on specific skills. We will use a monitoring notebook to document skills and progress.</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, Assistant Principals, Instructional Specialists, teachers</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 2021-22 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will provide a weekly 60 minute structured math tutorial for small groups of students in 3rd, 4th and 5th grade. The teachers will collaborate with the Instructional Specialist to plan their lessons for these tutorials. These sessions will occur outside of the school day.</p> <p>Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, 100% of the students participating in structured extended day tutorials will score "approaches" or higher on their Math STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Student Headphones - ESSER III - \$500, Bridges Intervention Kit (2) - ESSER III - \$4,200, Extra Duty Pay - ESSER III - \$4,000, Snacks - ESSER III - \$250</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will provide weekly 60 minute structured reading tutorials for small groups (maximum of 6) of students in 3rd, 4th and 5th grades. The teachers will collaborate with the Instructional Specialist to plan these weekly sessions. The sessions will occur outside of the regular school day.</p> <p>Strategy's Expected Result/Impact: By the end of the 2021-2022 school year 100% of students participating in the extended day structured reading tutorials will score "approaches" or higher on the Reading STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Scholastic Fiction Short Reads - ESSER III - \$5,000, Scholastic Non-Fiction Short Reads - ESSER III - \$5,000, Student Headphones - ESSER III - \$1,000, Heggerty Print Curriculum: Primary (4 sets) and K (2 sets) editions - ESSER III - \$479.94, Benchmark Assessment Kit - ESSER III - \$535.84, Extra Duty Pay - ESSER III - \$4,000, Snacks - ESSER III - \$250</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Core Content Area Interventionist: Our math interventionist will provide differentiated small group instruction for 2nd, 3rd, 4th and 5th grade math students. She will push in to classrooms as well as pull students out to her classroom to work with them.</p> <p>Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, 100% of students that work with the Math Core Content Area Interventionist will score "approaches" or higher on the Math STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Specialists</p> <p>Funding Sources: Salary for Math Interventionist - ESSER III - \$80,000, Bridges Intervention Kit - ESSER III - \$5,000, Math Manipulatives - ESSER III - \$1,000, Student Headphones - ESSER III - \$500</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: We will provide 50 minutes of a research based reading intervention during large group 2 days a week for small groups of 3rd, 4th and 5th grade students.</p> <p>Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, 100% of the students that participate in this intervention will score "approaches" or higher on the Reading STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and Instructional Specialists</p> <p>Funding Sources: Temporary Worker - ESSER III - \$2,000</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: We will provide 50 minutes of a research based math intervention during large group 2 days a week for small groups of 3rd, 4th and 5th grade students.</p> <p>Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, 100% of the students that participate in this intervention will score "approaches" or higher on the Math STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Specialists</p> <p>Funding Sources: Temporary Worker - ESSER III - \$2,000</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 2021-22 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: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Our Reading Enrichment teacher will provide reading interventions twice a week for 3rd, 4th and 5th grade students that qualify. She will also push in to classrooms one to two days a week to work with students in guided reading groups.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the reading targets on the attached CIP table.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and Instructional Specialists</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 2021-22 school year, 100% of the district's safety policies will be implemented.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Safety training will occur at least once a month during faculty meetings and/or grade level meetings, professional development days, etc.</p> <p>Strategy's Expected Result/Impact: Sampson staff will be able to direct and assist all students and staff during any type of emergency situation.</p> <p>Staff Responsible for Monitoring: Campus Administrative Team- Principal, Assistant Principals, Counselors, Instructional Specialists, Librarian, and Campus Secretary</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) 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: Campus Administrative Team- Principal, Assistant Principals, Counselors, Instructional Specialists, Librarian, and Campus Secretary</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 2021-22 school year, student attendance will be at 97.9%.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: The Sampson staff will monitor student attendance each nine weeks. Teachers and/or Assistant Principals will contact parents of students with 5 or more absences within a nine weeks.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97.3% each nine weeks.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Registrar and classroom 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 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by 10%.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: All staff members will effectively teach and reward students according to our PBIS- Sampson Strong.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal Counselors, AP secretary, PBIS data committee</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions : Assistant Principals will present information on restorative discipline practices for special education students and African American students at faculty meetings each month.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Diagnostician, Counselors, PBIS data committee</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: Each homeroom will hold a class meeting every Wednesday. Topics will include concerns or issues in the classroom, school, etc. Assistant Principals will attend meetings for students that are exhibiting difficulty with social skills.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will continue to be 0%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, AP Secretary, PBIS data committee</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: The Sampson staff will serve as mentors for students that are having a difficult time following the Sampson Strong matrix.</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: Principal, Assistant Principal, Counselors, AP Secretary, and PBIS data committee</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: The counselors will present information from Trauma Informed Resilient Schools Training during August and February professional development days.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, AP Secretary, PBIS data committee</p>	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 4: Coordinated Health Program: By the end of the 2021-22 school year, 100% of the Campus School Health Advisory Council (CSHAC) Campus Plan will be implemented.

Evaluation Data Sources: Records of CSHAC plan implementation (ex: Lesson Plans etc.)

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified timelines.</p> <p>Strategy's Expected Result/Impact: Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness.</p> <p>Staff Responsible for Monitoring: CSHAC Team</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 1: Teacher/Paraprofessional Attendance: By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Sampson administrative team will recognize staff members with perfect attendance each nine weeks. (breakfast, duty free lunch, catered lunch, etc.)</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, AP Secretary</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 2021-22 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Professional Development Opportunities at Sampson for the 21-22 school year will center around Schoology and meeting the needs of the gifted/talented learner.</p> <p>Strategy's Expected Result/Impact: Sampson staff will report at 95% or above on the Employee Perception Survey that professional development at the campus met their needs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Staff Development liaison</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</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 2021-22 school year, parent and family engagement will increase by 5%.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: Parents and guardians will be invited to attend and/or volunteer at a variety of school events virtually to increase their knowledge of our curriculum and/or to celebrate students' achievements. We hope to offer every event that we held last year in a virtual format.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Librarian, Instructional Specialists, Campus Secretary, and PTO</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

State Compensatory

Budget for Sampson Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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Personnel for Sampson Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
1 position	Reaching Enrichment/SGRI Teacher	1

Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Snacks		\$250.00
1	2	1	Bridges Intervention Kit (2)		\$4,200.00
1	2	1	Extra Duty Pay		\$4,000.00
1	2	1	Student Headphones		\$500.00
1	2	2	Snacks		\$250.00
1	2	2	Scholastic Fiction Short Reads		\$5,000.00
1	2	2	Heggerty Print Curriculum: Primary (4 sets) and K (2 sets) editions		\$479.94
1	2	2	Extra Duty Pay		\$4,000.00
1	2	2	Student Headphones		\$1,000.00
1	2	2	Benchmark Assessment Kit		\$535.84
1	2	2	Scholastic Non-Fiction Short Reads		\$5,000.00
1	2	3	Student Headphones		\$500.00
1	2	3	Bridges Intervention Kit		\$5,000.00
1	2	3	Math Manipulatives		\$1,000.00
1	2	3	Salary for Math Interventionist		\$80,000.00
1	2	4	Temporary Worker		\$2,000.00
1	2	5	Temporary Worker		\$2,000.00
Sub-Total					\$115,715.78

Addendums

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 Approaches 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.

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Math	3	Sampson	All	120	113	94%	98%	4%	150	137	91%
Math	3	Sampson	Hispanic	33	30	91%	95%	4%	26	23	88%
Math	3	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Sampson	Asian	14	14	100%	100%	0%	23	22	96%
Math	3	Sampson	African Am.	*	*	*	*	*	10	4	40%
Math	3	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Sampson	White	63	60	95%	98%	3%	86	83	97%
Math	3	Sampson	Two or More	6	6	100%	100%	0%	5	5	100%
Math	3	Sampson	Eco. Dis.	15	12	80%	84%	4%	21	14	67%
Math	3	Sampson	LEP Current	6	5	83%	87%	4%	14	13	93%
Math	3	Sampson	At-Risk	46	40	87%	90%	3%	61	51	84%
Math	3	Sampson	SPED	15	12	80%	84%	4%	20	17	85%
Math	4	Sampson	All	163	144	88%	92%	4%	132	115	87%
Math	4	Sampson	Hispanic	34	29	85%	88%	3%	32	26	81%
Math	4	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Sampson	Asian	25	24	96%	99%	3%	17	17	100%
Math	4	Sampson	African Am.	8	4	50%	60%	10%	6	5	83%
Math	4	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Sampson	White	86	77	90%	93%	3%	70	62	89%
Math	4	Sampson	Two or More	10	10	100%	100%	0%	7	5	71%
Math	4	Sampson	Eco. Dis.	13	8	62%	70%	8%	15	9	60%
Math	4	Sampson	LEP Current	8	8	100%	100%	0%	8	6	75%
Math	4	Sampson	At-Risk	18	15	83%	87%	4%	42	31	74%
Math	4	Sampson	SPED	15	9	60%	70%	10%	13	9	69%
Math	5	Sampson	All	170	168	99%	100%	1%	181	176	97%
Math	5	Sampson	Hispanic	37	36	97%	100%	3%	37	36	97%
Math	5	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Sampson	Asian	24	24	100%	100%	0%	28	27	96%
Math	5	Sampson	African Am.	*	*	*	*	*	9	8	89%
Math	5	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Sampson	White	99	98	99%	100%	1%	95	94	99%
Math	5	Sampson	Two or More	7	7	100%	100%	0%	12	11	92%
Math	5	Sampson	Eco. Dis.	18	17	94%	97%	3%	19	18	95%
Math	5	Sampson	LEP Current	*	*	*	*	*	10	10	100%
Math	5	Sampson	At-Risk	34	33	97%	100%	3%	59	55	93%
Math	5	Sampson	SPED	10	8	80%	85%	5%	11	8	73%

Cypress-Fairbanks Independent School District
 Department of District Improvement and Accountability
2021-22 Approaches 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.

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	3	Sampson	All	120	113	94%	97%	3%	150	144	96%
Reading	3	Sampson	Hispanic	33	29	88%	92%	4%	26	26	100%
Reading	3	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Sampson	Asian	14	14	100%	100%	0%	23	23	100%
Reading	3	Sampson	African Am.	*	*	*	*	*	10	6	60%
Reading	3	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Sampson	White	63	61	97%	100%	3%	86	84	98%
Reading	3	Sampson	Two or More	6	6	100%	100%	0%	5	5	100%
Reading	3	Sampson	Eco. Dis.	15	13	87%	90%	3%	21	17	81%
Reading	3	Sampson	LEP Current	6	5	83%	88%	5%	14	14	100%
Reading	3	Sampson	At-Risk	46	40	87%	90%	3%	61	57	93%
Reading	3	Sampson	SPED	15	13	87%	90%	3%	20	17	85%
Reading	4	Sampson	All	165	147	89%	95%	6%	132	125	95%
Reading	4	Sampson	Hispanic	34	31	91%	95%	4%	32	30	94%
Reading	4	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Sampson	Asian	26	23	88%	92%	4%	17	17	100%
Reading	4	Sampson	African Am.	8	7	88%	92%	4%	6	5	83%
Reading	4	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Sampson	White	87	77	89%	93%	4%	70	67	96%
Reading	4	Sampson	Two or More	10	9	90%	93%	3%	7	6	86%
Reading	4	Sampson	Eco. Dis.	13	10	77%	82%	5%	15	11	73%
Reading	4	Sampson	LEP Current	8	5	63%	70%	7%	8	7	88%
Reading	4	Sampson	At-Risk	18	14	78%	82%	4%	42	36	86%
Reading	4	Sampson	SPED	15	9	60%	70%	10%	13	11	85%
Reading	5	Sampson	All	169	164	97%	99%	2%	183	175	96%
Reading	5	Sampson	Hispanic	37	35	95%	98%	3%	37	36	97%
Reading	5	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Sampson	Asian	24	24	100%	100%	0%	29	28	97%
Reading	5	Sampson	African Am.	*	*	*	*	*	9	8	89%
Reading	5	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Sampson	White	98	95	97%	100%	3%	96	92	96%
Reading	5	Sampson	Two or More	7	7	100%	100%	0%	12	11	92%
Reading	5	Sampson	Eco. Dis.	18	16	89%	92%	3%	19	17	89%
Reading	5	Sampson	LEP Current	*	*	*	*	*	10	9	90%
Reading	5	Sampson	At-Risk	34	31	91%	94%	3%	59	52	88%
Reading	5	Sampson	SPED	10	7	70%	75%	5%	11	7	64%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 Approaches 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.

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Science	5	Sampson	All	168	164	98%	100%	2%	183	172	94%
Science	5	Sampson	Hispanic	37	35	95%	98%	3%	37	35	95%
Science	5	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Sampson	Asian	24	24	100%	100%	0%	29	27	93%
Science	5	Sampson	African Am.	*	*	*	*	*	9	7	78%
Science	5	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Sampson	White	97	95	98%	100%	2%	96	92	96%
Science	5	Sampson	Two or More	7	7	100%	100%	0%	12	11	92%
Science	5	Sampson	Eco. Dis.	18	17	94%	97%	3%	19	16	84%
Science	5	Sampson	LEP Current	*	*	*	*	*	10	8	80%
Science	5	Sampson	At-Risk	34	31	91%	95%	4%	59	49	83%
Science	5	Sampson	SPED	10	6	60%	70%	10%	11	6	55%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 Meets 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.

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Math	4	Sampson	All	163	112	69%	75%	6%	132	83	63%
Math	4	Sampson	Hispanic	34	22	65%	70%	5%	32	16	50%
Math	4	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Sampson	Asian	25	19	76%	80%	4%	17	15	88%
Math	4	Sampson	African Am.	8	3	38%	50%	12%	6	4	67%
Math	4	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Sampson	White	86	61	71%	75%	4%	70	46	66%
Math	4	Sampson	Two or More	10	7	70%	75%	5%	7	2	29%
Math	4	Sampson	Eco. Dis.	13	6	46%	60%	14%	15	6	40%
Math	4	Sampson	LEP Current	8	5	63%	70%	7%	8	3	38%
Math	4	Sampson	At-Risk	18	12	67%	70%	3%	42	20	48%
Math	4	Sampson	SPED	15	6	40%	60%	20%	13	4	31%
Math	5	Sampson	All	170	150	88%	92%	4%	181	155	86%
Math	5	Sampson	Hispanic	37	29	78%	80%	2%	37	31	84%
Math	5	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Sampson	Asian	24	23	96%	98%	2%	28	26	93%
Math	5	Sampson	African Am.	*	*	*	*	*	9	6	67%
Math	5	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Sampson	White	99	90	91%	93%	2%	95	82	86%
Math	5	Sampson	Two or More	7	6	86%	90%	4%	12	10	83%
Math	5	Sampson	Eco. Dis.	18	14	78%	80%	2%	19	14	74%
Math	5	Sampson	LEP Current	*	*	*	*	*	10	7	70%
Math	5	Sampson	At-Risk	34	25	74%	78%	4%	59	37	63%
Math	5	Sampson	SPED	10	4	40%	50%	10%	11	5	45%
Reading	4	Sampson	All	165	113	68%	75%	7%	132	109	83%
Reading	4	Sampson	Hispanic	34	20	59%	75%	16%	32	24	75%
Reading	4	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Sampson	Asian	26	20	77%	80%	3%	17	15	88%
Reading	4	Sampson	African Am.	8	3	38%	50%	12%	6	5	83%
Reading	4	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Sampson	White	87	63	72%	80%	8%	70	59	84%
Reading	4	Sampson	Two or More	10	7	70%	80%	10%	7	6	86%
Reading	4	Sampson	Eco. Dis.	13	4	31%	50%	19%	15	9	60%
Reading	4	Sampson	LEP Current	8	4	50%	60%	10%	8	5	63%
Reading	4	Sampson	At-Risk	18	11	61%	70%	9%	42	25	60%
Reading	4	Sampson	SPED	15	6	40%	50%	10%	13	7	54%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 Meets 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.

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	5	Sampson	All	169	146	86%	91%	5%	183	157	86%
Reading	5	Sampson	Hispanic	37	29	78%	80%	2%	37	30	81%
Reading	5	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Sampson	Asian	24	22	92%	95%	3%	29	25	86%
Reading	5	Sampson	African Am.	*	*	*	*	*	9	7	78%
Reading	5	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Sampson	White	98	88	90%	93%	3%	96	84	88%
Reading	5	Sampson	Two or More	7	6	86%	90%	4%	12	11	92%
Reading	5	Sampson	Eco. Dis.	18	12	67%	70%	3%	19	14	74%
Reading	5	Sampson	LEP Current	*	*	*	*	*	10	5	50%
Reading	5	Sampson	At-Risk	34	23	68%	70%	2%	59	37	63%
Reading	5	Sampson	SPED	10	3	30%	50%	20%	11	6	55%
Science	5	Sampson	All	168	135	80%	83%	3%	183	144	79%
Science	5	Sampson	Hispanic	37	24	65%	70%	5%	37	24	65%
Science	5	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Sampson	Asian	24	23	96%	98%	2%	29	25	86%
Science	5	Sampson	African Am.	*	*	*	*	*	9	5	56%
Science	5	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Sampson	White	97	79	81%	85%	4%	96	79	82%
Science	5	Sampson	Two or More	7	6	86%	90%	4%	12	11	92%
Science	5	Sampson	Eco. Dis.	18	12	67%	70%	3%	19	12	63%
Science	5	Sampson	LEP Current	*	*	*	*	*	10	4	40%
Science	5	Sampson	At-Risk	34	18	53%	60%	7%	59	29	49%
Science	5	Sampson	SPED	10	1	10%	25%	15%	11	5	45%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 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.

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Math	3	Sampson	All	120	41	34%	40%	6%	150	51	34%
Math	3	Sampson	Hispanic	33	5	15%	40%	25%	26	8	31%
Math	3	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Sampson	Asian	14	9	64%	68%	4%	23	13	57%
Math	3	Sampson	African Am.	*	*	*	*	*	10	0	0%
Math	3	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Sampson	White	63	23	37%	40%	3%	86	29	34%
Math	3	Sampson	Two or More	6	3	50%	55%	5%	5	1	20%
Math	3	Sampson	Eco. Dis.	15	0	0%	25%	25%	21	2	10%
Math	3	Sampson	LEP Current	6	1	17%	25%	8%	14	3	21%
Math	3	Sampson	At-Risk	46	10	22%	30%	8%	61	11	18%
Math	3	Sampson	SPED	15	1	7%	25%	18%	20	2	10%
Math	4	Sampson	All	163	83	51%	55%	4%	132	44	33%
Math	4	Sampson	Hispanic	34	19	56%	60%	4%	32	7	22%
Math	4	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Sampson	Asian	25	15	60%	63%	3%	17	13	76%
Math	4	Sampson	African Am.	8	2	25%	40%	15%	6	1	17%
Math	4	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Sampson	White	86	44	51%	55%	4%	70	21	30%
Math	4	Sampson	Two or More	10	3	30%	35%	5%	7	2	29%
Math	4	Sampson	Eco. Dis.	13	3	23%	30%	7%	15	1	7%
Math	4	Sampson	LEP Current	8	4	50%	55%	5%	8	3	38%
Math	4	Sampson	At-Risk	18	9	50%	55%	5%	42	14	33%
Math	4	Sampson	SPED	15	4	27%	35%	8%	13	1	8%
Math	5	Sampson	All	170	123	72%	75%	3%	181	109	60%
Math	5	Sampson	Hispanic	37	21	57%	60%	3%	37	24	65%
Math	5	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Sampson	Asian	24	21	88%	90%	2%	28	23	82%
Math	5	Sampson	African Am.	*	*	*	*	*	9	4	44%
Math	5	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Sampson	White	99	77	78%	80%	2%	95	53	56%
Math	5	Sampson	Two or More	7	4	57%	60%	3%	12	5	42%
Math	5	Sampson	Eco. Dis.	18	12	67%	70%	3%	19	10	53%
Math	5	Sampson	LEP Current	*	*	*	*	*	10	5	50%
Math	5	Sampson	At-Risk	34	17	50%	53%	3%	59	18	31%
Math	5	Sampson	SPED	10	3	30%	40%	10%	11	3	27%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 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.

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	3	Sampson	All	120	64	53%	58%	5%	150	89	59%
Reading	3	Sampson	Hispanic	33	11	33%	40%	7%	26	16	62%
Reading	3	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Sampson	Asian	14	13	93%	95%	2%	23	17	74%
Reading	3	Sampson	African Am.	*	*	*	*	*	10	4	40%
Reading	3	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Sampson	White	63	32	51%	55%	4%	86	50	58%
Reading	3	Sampson	Two or More	6	5	83%	85%	2%	5	2	40%
Reading	3	Sampson	Eco. Dis.	15	2	13%	20%	7%	21	7	33%
Reading	3	Sampson	LEP Current	6	2	33%	40%	7%	14	8	57%
Reading	3	Sampson	At-Risk	46	13	28%	40%	12%	61	25	41%
Reading	3	Sampson	SPED	15	4	27%	40%	13%	20	6	30%
Reading	4	Sampson	All	165	75	45%	50%	5%	132	68	52%
Reading	4	Sampson	Hispanic	34	11	32%	40%	8%	32	16	50%
Reading	4	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Sampson	Asian	26	16	62%	65%	3%	17	14	82%
Reading	4	Sampson	African Am.	8	1	13%	50%	37%	6	2	33%
Reading	4	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Sampson	White	87	42	48%	53%	5%	70	33	47%
Reading	4	Sampson	Two or More	10	5	50%	55%	5%	7	3	43%
Reading	4	Sampson	Eco. Dis.	13	4	31%	40%	9%	15	4	27%
Reading	4	Sampson	LEP Current	8	4	50%	55%	5%	8	4	50%
Reading	4	Sampson	At-Risk	18	9	50%	55%	5%	42	18	43%
Reading	4	Sampson	SPED	15	3	20%	40%	20%	13	2	15%
Reading	5	Sampson	All	169	122	72%	75%	3%	183	128	70%
Reading	5	Sampson	Hispanic	37	19	51%	56%	5%	37	22	59%
Reading	5	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Sampson	Asian	24	22	92%	95%	3%	29	22	76%
Reading	5	Sampson	African Am.	*	*	*	*	*	9	6	67%
Reading	5	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Sampson	White	98	74	76%	80%	4%	96	70	73%
Reading	5	Sampson	Two or More	7	6	86%	88%	2%	12	8	67%
Reading	5	Sampson	Eco. Dis.	18	9	50%	55%	5%	19	9	47%
Reading	5	Sampson	LEP Current	*	*	*	*	*	10	3	30%
Reading	5	Sampson	At-Risk	34	15	44%	50%	6%	59	26	44%
Reading	5	Sampson	SPED	10	2	20%	25%	5%	11	4	36%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability

2021-22 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.

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Science	5	Sampson	All	168	84	50%	55%	5%	183	93	51%
Science	5	Sampson	Hispanic	37	13	35%	40%	5%	37	14	38%
Science	5	Sampson	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Sampson	Asian	24	16	67%	70%	3%	29	15	52%
Science	5	Sampson	African Am.	*	*	*	*	*	9	2	22%
Science	5	Sampson	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Sampson	White	97	52	54%	60%	6%	96	53	55%
Science	5	Sampson	Two or More	7	3	43%	50%	7%	12	9	75%
Science	5	Sampson	Eco. Dis.	18	2	11%	30%	19%	19	6	32%
Science	5	Sampson	LEP Current	*	*	*	*	*	10	2	20%
Science	5	Sampson	At-Risk	34	9	26%	35%	9%	59	16	27%
Science	5	Sampson	SPED	10	1	10%	25%	15%	11	2	18%

Sampson

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 77% to 87% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
77%	79%	81%	84%	87%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		62%	80%									77%	
2022	NA	64%	82%	NA	NA	NA	NA	NA	NA	NA	NA	79%	NA
2023	NA	66%	84%	NA	NA	NA	NA	NA	NA	NA	NA	81%	NA
2024	NA	69%	87%	NA	NA	NA	NA	NA	NA	NA	NA	84%	NA
2025	NA	72%	90%	NA	NA	NA	NA	NA	NA	NA	NA	87%	NA

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 76% to 86% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
76%	78%	80%	83%	86%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		69%	78%									79%	
2022	NA	71%	80%	NA	NA	NA	NA	NA	NA	NA	NA	81%	NA
2023	NA	73%	82%	NA	NA	NA	NA	NA	NA	NA	NA	83%	NA
2024	NA	76%	85%	NA	NA	NA	NA	NA	NA	NA	NA	86%	NA
2025	NA	79%	88%	NA	NA	NA	NA	NA	NA	NA	NA	89%	NA

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.