Cypress-Fairbanks Independent School District

Millsap Elementary School

2023-2024

Mission Statement

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

Vision

LEAD: Learn. Empower. Achieve. Dream.

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SCHOOL PROFILE

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

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

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

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

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

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

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

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

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

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

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

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

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

Student Achievement

Student Achievement Summary

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

Student Achievement Strengths

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

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

Areas of Celebration for Reading STAAR

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

Areas of Celebration for Math/Science

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

Problem Statements Identifying Student Achievement Needs

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

Problem Statement 2: Math: 23% of All students did not meet standards for math.   **Root Cause:** Math: We are not planning for small group instruction and not using manipulatives for our students to increase math performance.

Problem Statement 3: Science: 33% of All students did not meet standards.   **Root Cause:** Science: Missed opportunities for critical writing and student discourse using academic vocabulary across grade levels and cross curricular.

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

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

School Culture and Climate

School Culture and Climate Summary

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

School Culture and Climate Strengths

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

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

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

Problem Statements Identifying School Culture and Climate Needs

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

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

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

Decisions are data driven
Quality work is expected of students
I am clear about my job responsibilities
Information related to my job is accessible
Collaboration is encouraged and practiced
Quality work is expected of me
Procedures have been implemented to keep me safe at work
Opportunities are available to provide input
Information is available to help me do my job effectively and
Opportunities exist for me to think for myself.

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

Parent and Community Engagement

Parent and Community Engagement Strengths

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

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

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

Problem Statements Identifying Parent and Community Engagement Needs

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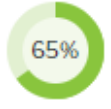
Goals

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

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

Evaluation Data Sources: STAAR RLA, Math, and Science

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Using student data, ELAR teachers in grades K- 5 will work to improve academic growth by increasing students' performance levels on state assessments in ELAR by purposefully planning and implementing systematic and explicit first instruction, increasing modeling and promoting academic conversation and practice purposeful small group instruction to address individual student needs.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables **Staff Responsible for Monitoring:** IS, Teachers, Admin	35%	65%	90%

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: We will promote academic growth through a focus on an increase in performance level on state Math assessments. We will engage in purposeful planning planning and implementing systematic and explicit first instruction and small group instruction. We will consistently use manipulatives to engage students and deepen understanding.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Admin, IS, teachers	35%	60%	85%

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: We will provide meaningful, hands-on investigations, decreasing the demonstrations and videos for students to engage them in their own learning. In addition, all science teachers will create an interactive word wall and anchor charts with their students to help build science vocabulary and deepen understanding of the concepts.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, IS, and teachers	20%	50%	90%

Strategy 4 Details	Formative Reviews		
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.	Formative		
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Admin, Teachers	Nov	Feb	May
	35%	70%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 30 minutes of targeted instruction each day that includes: rotations to include independent time, partner time, and small group instruction. Partner teachers will rotate weekly.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal	35%	65%	100%

Strategy 6 Details	Formative Reviews		
Strategy 6: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education:	Formative		
	Nov	Feb	May

- provide professional development opportunities to improve staff effectiveness and student academic, social and emotional well-being
- Promote PBIS in all areas of our school (face-to-face and virtual) with support from behavior coach and the PBIS Rewards program
- BOTB and other various resources, morning circles
-Student council to promote student leadership and increase student voice
-Chess Time! Choir, and Art before school to promote creativity and strategy
-First Grade STEM Time
-Millsap Majorettes Dance Team
-Junior Counselors
-5th Grade Reading Mentors
-Musical Productions
-Millsap Milers (running before school)
-Art Before School
-Millsap Baseball Team with Dierker's Champs Organization
-Millsap Golf team
-Millsap Bowling team
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal
	35%	80%	100%

Strategy 7 Details	Formative Reviews

Strategy 7: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs	Formative		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	25%	70%	100%

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Met Objective

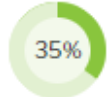| Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: Before/after school tutoring- Content-focused small group instruction with a content teacher to reteach and practice concepts that the individuals were not previously successful with.	Formative		
Strategy's Expected Result/Impact: By May 2024, all 3rd-5th grade students will make a year's worth of growth in math and reading. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	20%	50%	100%
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Professional Staffing: Core Content Area Interventionists as A Reading Interventionist and Math Interventionist were hired to support at-risk students and to coach teachers. A First Grade Class Size Reduction Teacher was hired to support.	Formative		
Strategy's Expected Result/Impact: Students in grades 3-5 will make a year's worth of growth in math. **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	35%	80%	100%

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

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

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

Evaluation Data Sources: STAAR Data

Summative Evaluation: Met Objective
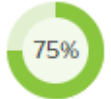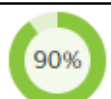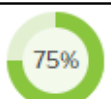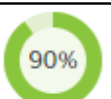
Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	10%	55%	100%

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

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

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

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

    Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Monthly trainings for staff on our safety policies and procedures, providing training materials to the teachers to teach our drills and protocols as well as modeling both with fidelity.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students and staff will comply with all safety procedures 100% of the time. **Staff Responsible for Monitoring:** Admin, Teachers, all staff	35%	80%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Admin	35%	75%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Staff will be accessible at recess and connected by communication through use of walkie talkies.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Increased communication and faster response times. **Staff Responsible for Monitoring:** Principal, Assistant Principals	90%	75%	90%

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

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

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

    Evaluation Data Sources: Student attendance records

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	35%	60%	75%
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) and form small groups that meet regularly with the counselors.	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Counselors	**Nov**	**Feb**	**May**
	35%	60%	100%

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

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

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline practices.

    Evaluation Data Sources: Discipline reports

    Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Violence Prevention will remain at 0% of violent incidents by staff utilizing PBIS strategies and PD from Special Education.
    Strategy's Expected Result/Impact: Violent Incidents will continue to be 0 incidents.
    Staff Responsible for Monitoring: Admin and teachers
	Formative		

	Nov	**Feb**	**May**
	35%	75%	100%

Strategy 2 Details	Formative Reviews		

Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. All staff engages in Restorative Discipline Practices through ongoing bite-sized professional development.
    Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.
    Staff Responsible for Monitoring: Admin and Teachers
	Formative		

	Nov	**Feb**	**May**
	35%	75%	95%

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional absences will decrease by 10%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Staff will continue to conference with admin about discretionary absences and will be celebrated with special treats and PBIS points for perfect attendance every nine weeks. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 10%.	**Formative**		
	Nov	**Feb**	**May**
	35%	50%	100%

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

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Campus leaders will engage in a book study to improve their communication in the area of coaching.	**Formative**		
Strategy's Expected Result/Impact: Support our targeted goals in our CIP **Staff Responsible for Monitoring:** Admin	Nov	Feb	May
	10%	50%	100%

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

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

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

    Evaluation Data Sources: Activity sign-in sheets/records

    Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: In order to increase involvement, we will have parents lead science demonstrations in each grade level 1-2 times per year. We will also utilize parents as volunteers at the 3rd and 5th grade Nature Trails. We will welcome Parents during Meet the Teacher, and Parent Nights in September. Throughout the school year, we will have Watch D.O.G.S., Book Fair, Field Days, and Fine Arts programs.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family participation will increase by 50% due to the campus offering flexible meeting dates and times. **Staff Responsible for Monitoring:** Teachers, Admin	50%	70%	100%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

2023-2024 CPOC

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

Addendums

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target	2024: Masters Grade Level
					#	#	%	%		#	%	%		#	%	%	
Math	3	Millsap	ES 4	All	134	99	74%	80%	63%	53	40%	42%	37%	26	19%	21%	8%
Math	3	Millsap	ES 4	Hispanic	64	41	64%	66%	54%	20	31%	33%	23%	8	13%	15%	*
Math	3	Millsap	ES 4	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Millsap	ES 4	Asian	5	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Millsap	ES 4	African Am.	13	9	69%	70%	58%	6	46%	48%	26%	*	*	*	*
Math	3	Millsap	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Millsap	ES 4	White	50	44	88%	90%	76%	23	46%	48%	58%	12	24%	26%	*
Math	3	Millsap	ES 4	Two or More	1	*	*	*	80%	*	*	*	50%	*	*	*	*
Math	3	Millsap	ES 4	Eco. Dis.	74	50	68%	70%	57%	19	26%	28%	27%	5	7%	9%	5%
Math	3	Millsap	ES 4	Emergent Bilingual	38	18	47%	50%	50%	*	*	*	19%	*	*	*	*
Math	3	Millsap	ES 4	At-Risk	70	42	60%	65%	46%	15	21%	23%	17%	7	10%	12%	*
Math	3	Millsap	ES 4	SPED	16	5	31%	35%	43%	*	*	*	22%	*	*	*	*
Math	4	Millsap	ES 4	All	135	105	78%	80%	72%	77	57%	59%	43%	26	19%	21%	18%
Math	4	Millsap	ES 4	Hispanic	66	45	68%	70%	68%	36	55%	57%	38%	10	15%	17%	14%
Math	4	Millsap	ES 4	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Millsap	ES 4	Asian	7	5	71%	75%	*	*	*	*	*	*	*	*	*
Math	4	Millsap	ES 4	African Am.	12	10	83%	85%	65%	5	42%	44%	35%	*	*	*	*
Math	4	Millsap	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Millsap	ES 4	White	47	42	89%	90%	77%	31	66%	68%	50%	14	30%	32%	25%
Math	4	Millsap	ES 4	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Millsap	ES 4	Eco. Dis.	91	68	75%	80%	65%	49	54%	56%	31%	13	14%	16%	8%
Math	4	Millsap	ES 4	Emergent Bilingual	23	13	57%	60%	63%	11	48%	50%	30%	*	*	*	*
Math	4	Millsap	ES 4	At-Risk	71	43	61%	65%	58%	27	38%	40%	26%	8	11%	13%	9%
Math	4	Millsap	ES 4	SPED	24	12	50%	55%	44%	8	33%	35%	*	*	*	*	*
Math	5	Millsap	ES 4	All	130	102	78%	80%	64%	52	40%	42%	36%	12	9%	11%	9%
Math	5	Millsap	ES 4	Hispanic	60	53	88%	90%	64%	26	43%	45%	32%	5	8%	10%	*
Math	5	Millsap	ES 4	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Millsap	ES 4	Asian	6	5	83%	90%	83%	*	*	*	*	*	*	*	*
Math	5	Millsap	ES 4	African Am.	21	14	67%	70%	44%	8	38%	40%	*	*	*	*	*
Math	5	Millsap	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Millsap	ES 4	White	37	25	68%	70%	75%	13	35%	37%	53%	*	*	*	18%
Math	5	Millsap	ES 4	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Millsap	ES 4	Eco. Dis.	77	56	73%	75%	56%	26	34%	36%	25%	*	*	*	*
Math	5	Millsap	ES 4	Emergent Bilingual	23	18	78%	80%	50%	11	48%	50%	29%	*	*	*	*
Math	5	Millsap	ES 4	At-Risk	76	52	68%	70%	46%	21	28%	30%	25%	*	*	*	*

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	2024: Approaches Grade Level %	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	2024: Meets Grade Level %	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	2024: Masters Grade Level %
Math	5	Millsap	ES 4	SPED	14	8	57%	60%	59%	*	*	*	41%	*	*	*	*
Reading	3	Millsap	ES 4	All	134	103	77%	80%	74%	71	53%	55%	50%	26	19%	21%	25%
Reading	3	Millsap	ES 4	Hispanic	64	43	67%	70%	65%	28	44%	47%	41%	9	14%	16%	13%
Reading	3	Millsap	ES 4	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Millsap	ES 4	Asian	5	5	100%	100%	*	5	100%	100%	*	*	*	*	*
Reading	3	Millsap	ES 4	African Am.	13	10	77%	80%	79%	8	62%	64%	42%	*	*	*	*
Reading	3	Millsap	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Millsap	ES 4	White	50	44	88%	90%	84%	29	58%	60%	66%	12	24%	26%	42%
Reading	3	Millsap	ES 4	Two or More	1	*	*	*	80%	*	*	*	50%	*	*	*	*
Reading	3	Millsap	ES 4	Eco. Dis.	74	49	66%	70%	70%	30	41%	43%	43%	5	7%	9%	18%
Reading	3	Millsap	ES 4	Emergent Bilingual	38	20	53%	60%	60%	11	29%	31%	33%	*	*	*	*
Reading	3	Millsap	ES 4	At-Risk	70	43	61%	70%	56%	23	33%	35%	28%	7	10%	12%	8%
Reading	3	Millsap	ES 4	SPED	16	8	50%	55%	52%	*	*	*	30%	*	*	*	*
Reading	4	Millsap	ES 4	All	135	108	80%	83%	80%	67	50%	52%	50%	28	21%	23%	19%
Reading	4	Millsap	ES 4	Hispanic	65	45	69%	72%	77%	27	42%	44%	44%	10	15%	17%	18%
Reading	4	Millsap	ES 4	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Millsap	ES 4	Asian	7	7	100%	100%	*	*	*	*	*	*	*	*	*
Reading	4	Millsap	ES 4	African Am.	12	10	83%	85%	78%	7	58%	60%	35%	*	*	*	*
Reading	4	Millsap	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Millsap	ES 4	White	47	42	89%	90%	84%	31	66%	68%	64%	15	32%	34%	25%
Reading	4	Millsap	ES 4	Two or More	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Millsap	ES 4	Eco. Dis.	91	69	76%	80%	78%	42	46%	48%	37%	16	18%	20%	8%
Reading	4	Millsap	ES 4	Emergent Bilingual	24	18	75%	80%	72%	7	29%	31%	36%	*	*	*	*
Reading	4	Millsap	ES 4	At-Risk	71	48	68%	70%	72%	21	30%	32%	34%	7	10%	12%	9%
Reading	4	Millsap	ES 4	SPED	23	12	52%	55%	50%	5	22%	24%	*	*	*	*	*
Reading	5	Millsap	ES 4	All	132	109	83%	86%	78%	79	60%	62%	53%	41	31%	33%	30%
Reading	5	Millsap	ES 4	Hispanic	62	56	90%	95%	70%	39	63%	65%	44%	22	35%	37%	24%
Reading	5	Millsap	ES 4	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Millsap	ES 4	Asian	6	5	83%	85%	100%	*	*	*	*	*	*	*	*
Reading	5	Millsap	ES 4	African Am.	21	15	71%	75%	67%	12	57%	59%	39%	6	29%	31%	*
Reading	5	Millsap	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Millsap	ES 4	White	37	30	81%	85%	93%	22	59%	61%	78%	10	27%	29%	48%
Reading	5	Millsap	ES 4	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Millsap	ES 4	Eco. Dis.	77	64	83%	85%	73%	41	53%	55%	45%	18	23%	25%	23%
Reading	5	Millsap	ES 4	Emergent Bilingual	24	19	79%	80%	68%	11	46%	48%	25%	*	*	*	*

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023 (#)	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target (%)	2024: Approaches Grade Level	2023: Meets Grade Level		2024 Meets Incremental Growth Target (%)	2024: Meets Grade Level	2023: Masters Grade Level		2024 Masters Incremental Growth Target (%)	2024: Masters Grade Level
					#	#	%	%		#	%	%		#	%	%	
Reading	5	Millsap	ES 4	At-Risk	78	60	77%	80%	70%	37	47%	49%	36%	15	19%	21%	14%
Reading	5	Millsap	ES 4	SPED	14	6	43%	46%	71%	*	*	*	47%	*	*	*	*
Science	5	Millsap	ES 4	All	130	87	67%	70%	61%	43	33%	35%	32%	15	12%	14%	13%
Science	5	Millsap	ES 4	Hispanic	61	38	62%	65%	56%	20	33%	35%	24%	7	11%	13%	8%
Science	5	Millsap	ES 4	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Millsap	ES 4	Asian	6	*	*	*	83%	*	*	*	*	*	*	*	*
Science	5	Millsap	ES 4	African Am.	21	12	57%	60%	33%	5	24%	26%	*	*	*	*	*
Science	5	Millsap	ES 4	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Millsap	ES 4	White	36	29	81%	85%	75%	14	39%	41%	55%	5	14%	16%	25%
Science	5	Millsap	ES 4	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Millsap	ES 4	Eco. Dis.	76	44	58%	60%	53%	17	22%	24%	23%	*	*	*	7%
Science	5	Millsap	ES 4	Emergent Bilingual	23	9	39%	42%	39%	*	*	*	*	*	*	*	*
Science	5	Millsap	ES 4	At-Risk	76	40	53%	55%	46%	12	16%	18%	17%	*	*	*	9%
Science	5	Millsap	ES 4	SPED	13	*	*	*	59%	*	*	*	*	*	*	*	*

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, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- 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 not limited to Chromebooks, 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 literacy schedule.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in 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 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 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 the reading and writing block.
- 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)
        - Boost 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
    - Utilize 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 ST Math Puzzle Talks, Number Talks, Math Talks, CFISD Fact Fluency Plan, ORIGO Box of Facts, and other content conversation routines.
    - "Procedural fluency refers to knowledge of procedures, knowledge or when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
    - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
    - Use 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 district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- 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 pitched and unpitched 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 district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- 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.
- Encourage students to connect learning in art with other areas of knowledge such as math, reading, and social studies.
- 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.