

Cypress-Fairbanks Independent School District

Sampson Elementary School

2023-2024



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.

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Comprehensive Needs Assessment

Revised/Approved: August 30, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

When looking at the data and comparing other schools similar to Sampson the following data points need to be addressed. If we hit our CIP targets, then we will should also be successful on these data points.

1. The 3rd grade reading students scoring "meets grade level" and above is 6 or 7 percentage points below several schools. We dropped 8 percentage points from last year.
2. The 3rd grade reading "masters grade level" is 6 or 7 percentage points below a few schools. We dropped 13 percentage points from last year.
3. The 3rd grade math "meets grade level" is 8 to 10 percentage points below a few schools.
4. The 3rd grade math "masters grade level is 10 to 14 percentage points below a few schools.
5. The 4th grade math "meets grade level" is 5 to 8 percentage points below a few schools.
6. The 4th grade math "masters grade level" is 11 to 14 percentage points below a few schools.
7. The 5th grade math "masters grade level" is 10 percentage points below another school. We dropped 15 percentage points from last year.
8. The 5th grade science "masters grade level" is 12 percentage points below another school. We dropped 11 percentage points from last year.

Student Achievement

Student Achievement Strengths

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

- 91% of our 3rd grade students scored Approaches or above on the STAAR Reading Assessment.
- 74% of our 3rd grade students scored Meets or above on the STAAR Reading Assessment.
- 40% of our 3rd grade students scored Masters on the STAAR Reading Assessment.

- 95% of our 4th grade students scored Approaches or above on the STAAR Reading Assessment.
- 79% of our 4th grade students scored Meets or above on the STAAR Reading Assessment.
- 51% of our 4th grade students scored Masters on the STAAR Reading Assessment.

- 98% of our 5th grade students scored Approaches or above on the STAAR Reading Assessment.
- 88% of our 5th grade students scored Meets or above on the STAAR Reading Assessment.
- 66% of our 5th grade students scored Masters on the STAAR Reading Assessment.

- 90% of our 3rd grade students scored Approaches or above on the STAAR Math Assessment.
- 70% of our 3rd grade students scored Meets or above on the STAAR Math Assessment.
- 36% of our 3rd grade students scored Masters or above on the STAAR Math Assessment.

- 89% of our 4th grade students scored Approaches or above on the STAAR Math Assessment.
- 75% of our 4th grade students scored Meets or above on the STAAR Math Assessment.
- 39% of our 4th grade students scored Masters or above on the STAAR Math Assessment.

- 100% of our 5th grade students scored Approaches or above on the STAAR Math Assessment.
- 85% of our 5th grade students scored Meets or above on the STAAR Math Assessment.
- 45% of our 5th grade students scored Masters or above on the STAAR Math Assessment.

- 94% of our 5th grade students scored Approaches or above on the STAAR Science Assessment.
- 71% of our 5th grade students scored Meets or above on the STAAR Science Assessment.
- 40% of our 5th grade students scored Masters or above on the STAAR Science Assessment.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our 3rd, 4th and 5th grade at risk students did not make as much progress as our other students on "meets grade level" and "masters grade level standards" on the STAAR Reading Assessment. **Root Cause:** RLA: We were not utilizing systematic and explicit reading instruction previously in 3rd, 4th and 5th grade.

Problem Statement 2: Math: Our 3rd, 4th and 5th at risk, economically disadvantaged, and special education students are not meeting their CIP targets on the "meets grade level standards" and "masters grade level standards" on the STAAR Math Assessment. **Root Cause:** Math: We have not given students enough opportunities to utilize their problem solving and communication skills on open ended mathematics questions.

Problem Statement 3: Science: Our 5th grade at risk, economically disadvantaged, and Hispanic students are not making as much progress as our other students on the "masters grade level standards" on the STAAR Science Assessment. **Root Cause:** Science: We have not provided enough opportunities for our 5th grade students to experience "rigorous" or higher level thinking science questions.

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.

School Culture and Climate

School Culture and Climate Summary

The Sampson staff is surveyed each nine weeks. We ask for feedback on recent events as well as staff appreciation, etc. The district survey, the Employee Perception Survey is utilized during the 3rd nine weeks. The Sampson students participate in a Safe School Survey as well as informal feedback. Mrs. Motzny gathers informal student feedback each month when she meets with 5th grade Student Council. The parents are surveyed in November with a Sampson survey.

School Culture and Climate Strengths

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

- * Our overall student attendance rate for the year (95.91%) is above the district average, and is the highest attendance percentage in the district.
- * 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 2022-23 school year.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Student learning is impacted by frequent absences due to travel, tardiness and students leaving early. **Root Cause:** Our staff needs to communicate early and often about the impact of missed instruction.

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.

- * The Sampson staff is very involved in our community. Staff members support students and staff in their extra curricular activities.
- * All of our building percentages are above 90% on the Employee Perception Survey.
- * Sampson offers a variety of professional development opportunities for teachers during the school day and after school.
- * We had two staff members with perfect attendance for the 2022-2023 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: Our staff attendance rate for the 2022-2023 school year was **Root Cause:** Teacher/Paraprofessional Attendance: Our staff is frequently absent due to travel.

Parent and Community Engagement

Parent and Community Engagement Summary

Sampson is very fortunate to have a strong partnership with our parents and local community. During the 2022-2023 school year Sampson completed more than 20 random acts of kindness to celebrate the 20th birthday of the school. Sampson Gives will continue to give back to our community.

Parent and Community Engagement Strengths

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

Sampson PTO partners with us to host events throughout the school year. During the fall semester some of our events include: Sampson Social, Sampson Family Night/ Open House, Nature Trails, Boosterthon, Field Day, Veterans' Day, 3rd Grade Musical Performance, 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.

We also kicked off our Watch D.O.G.S. program this past fall. We had many dads volunteer throughout the school year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We do not provide a lot of opportunities for parents to be involved in curriculum based activities. **Root Cause:** We typically include parents in events that require volunteers. These events tend to be more social in nature.

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: Met Objective

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: ELAR teachers will differentiate instruction through the use of graphic organizers. Strategy's Expected Result/Impact: We will meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: 3rd, 4th and 5th grade math students will participate in open ended discussions with justification based on a teacher provided prompt. Strategy's Expected Result/Impact: We will meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: The 5th grade students will answer questions by analyzing charts and data in their daily science assignments to better align the rigor levels of daily activities and assessments. Strategy's Expected Result/Impact: We will meet or exceed the targets on the attached CIP target tables Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Specialists</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: 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 current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Met Objective

Next Year's Recommendation: This goal will be discontinued due to the funds ending.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Before/After School Program: After School Tutorials - We will provide a weekly 90 minute structured math and/or reading tutorial for small groups of students in 3rd, 4th and 5th grade. The teachers will collaborate with the Instructional Specialist to plan for each session.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, 100% of the students participating in after school tutorials will score approaches or above on the Reading and Math STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Extended Instructional Time (Closing the Gaps): Temporary Worker will be hired to work with students to improve their academic performance.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, 100% of students working with a temporary worker will score at least approaches on the Reading and/or Math STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
	N/A		
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Professional Staffing: Core Content Area Interventionist in Math will be hired to work with different small groups of students throughout the day. She will pull students out of the classroom to work with them in her area, and she will also push in to classrooms to work with students.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, 100% of students working with our Math Interventionist will score at least approaches on the Math STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Professional Development: Mathlink Consulting will provide 4 days of professional development on the Sampson campus. The consultant will work with teachers in grades K-5. This will include developing teachers' math content knowledge, pedagogical practices that are student-centered and of appropriate levels of Bloom's Taxonomy, per our Texas Essential Knowledge and Skills and in alignment with CF-TESS. Teachers will have the opportunity to develop criteria for the TEKS that are integrated into a lesson and discuss the level of instruction in Webb's Depth of Knowledge. A component of our work will be the differentiated small group instruction and the design of exit tickets as formative assessment.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, all teachers that have participated in the Mathlink Consulting professional development will have 100% of their students' score at least approaches on the Math STAAR.</p> <p>Staff Responsible for Monitoring: Principal</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 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: Met Objective

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

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 Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: 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 current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Exceeded Objective

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Discipline reports

Summative Evaluation: Met Objective

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. 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
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. All staff members will effectively teach and reward students according to our PBIS-Sampson Strong.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal Counselors, AP secretary, PBIS data committee</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

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

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
			
<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 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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Professional Development Opportunities at Sampson for the current 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>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 5%.

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

Summative Evaluation: Exceeded Objective

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

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 to increase their knowledge of our curriculum and/or to celebrate student achievements.</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>			

2023-2024 CPOC

Committee Role	Name	Position
Other School Leader (Nonteaching Professional) #4	Brigitte Campbell	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Chevelle Davis	Other School Leader (Nonteaching Professional) #3
Administrator (LEA) #1	Dr. Linda Macias	District Representative
Business Representative #2	Business Representative #2	Business Representative #2
Business Representative #1	Josh Merillat	realtor
Community Member #2	Jeanmarie Kroh	Community Member #2
Community Member #1	Cat Dye	Community Member #1
Parent #2	Tywin Handson	Parent #2
Parent #1	Casey and Melanie Schulin	Parent #1
Administrator (LEA) #1	Michele Bickham	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Jordan Holman	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Christin Baker	Other School Leader (Nonteaching Professional) #1
Teacher #8	Caroline Bartholomew	Teacher #8
Teacher #7	Kim Maxian	Teacher #7
Teacher #6	Martha Price	5th grade teacher
Teacher #5	Lisa Garza	Teacher #5
Teacher #4	Veronica Hopper	Teacher #4
Teacher #3	Alex Graves	Teacher #3
Teacher #2	Vanessa Landram	Teacher #2
Teacher #1	Lisa Koncir	Teacher #1
Principal	Heather Motzny	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: 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
					2023	#	%	%		#	%	%		#	%	%	
					#												
Math	3	Sampson	ES 1	All	165	148	90%	93%	91%	115	70%	78%	66%	60	36%	45%	26%
Math	3	Sampson	ES 1	Hispanic	35	26	74%	80%	86%	21	60%	67%	57%	8	23%	45%	27%
Math	3	Sampson	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Sampson	ES 1	Asian	24	24	100%	100%	90%	22	92%	95%	81%	13	54%	60%	29%
Math	3	Sampson	ES 1	African Am.	3	*	*	*	89%	*	*	*	67%	*	*	*	*
Math	3	Sampson	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Sampson	ES 1	White	93	87	94%	97%	93%	64	69%	75%	68%	32	34%	45%	26%
Math	3	Sampson	ES 1	Two or More	10	9	90%	93%	92%	6	60%	70%	54%	6	60%	65%	*
Math	3	Sampson	ES 1	Eco. Dis.	16	11	69%	80%	75%	10	63%	70%	55%	5	31%	40%	*
Math	3	Sampson	ES 1	Emergent Bilingual	6	*	*	*	67%	*	*	*	*	*	*	*	*
Math	3	Sampson	ES 1	At-Risk	39	27	69%	80%	71%	13	33%	50%	40%	*	*	*	20%
Math	3	Sampson	ES 1	SPED	19	14	74%	80%	76%	11	58%	70%	45%	8	42%	46%	*
Math	4	Sampson	ES 1	All	160	142	89%	92%	90%	120	75%	80%	76%	63	39%	50%	40%
Math	4	Sampson	ES 1	Hispanic	31	24	77%	80%	89%	17	55%	65%	66%	8	26%	40%	26%
Math	4	Sampson	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Sampson	ES 1	Asian	25	24	96%	99%	100%	22	88%	91%	95%	16	64%	67%	60%
Math	4	Sampson	ES 1	African Am.	9	*	*	*	83%	*	*	*	*	*	*	*	*
Math	4	Sampson	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Sampson	ES 1	White	90	86	96%	98%	89%	73	81%	85%	76%	35	39%	50%	42%
Math	4	Sampson	ES 1	Two or More	5	5	100%	100%	92%	5	100%	100%	75%	*	*	*	*
Math	4	Sampson	ES 1	Eco. Dis.	20	12	60%	80%	75%	12	60%	70%	58%	*	*	*	29%
Math	4	Sampson	ES 1	Emergent Bilingual	15	11	73%	80%	*	8	53%	60%	*	*	*	*	*
Math	4	Sampson	ES 1	At-Risk	41	28	68%	80%	61%	21	51%	60%	26%	10	24%	35%	*
Math	4	Sampson	ES 1	SPED	19	14	74%	80%	76%	11	58%	65%	40%	*	*	*	24%
Math	5	Sampson	ES 1	All	137	137	100%	100%	96%	117	85%	88%	85%	61	45%	55%	47%
Math	5	Sampson	ES 1	Hispanic	30	30	100%	100%	94%	25	83%	86%	68%	8	27%	40%	35%
Math	5	Sampson	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Sampson	ES 1	Asian	19	19	100%	100%	100%	18	95%	97%	93%	15	79%	82%	66%
Math	5	Sampson	ES 1	African Am.	4	*	*	*	77%	*	*	*	46%	*	*	*	*
Math	5	Sampson	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Sampson	ES 1	White	76	76	100%	100%	99%	63	83%	86%	92%	34	45%	50%	47%
Math	5	Sampson	ES 1	Two or More	8	8	100%	100%	100%	8	100%	100%	100%	*	*	*	*
Math	5	Sampson	ES 1	Eco. Dis.	14	14	100%	100%	86%	7	50%	60%	57%	*	*	*	25%
Math	5	Sampson	ES 1	Emergent Bilingual	8	8	100%	100%	95%	5	63%	70%	65%	*	*	*	35%
Math	5	Sampson	ES 1	At-Risk	43	43	100%	100%	90%	31	72%	77%	56%	13	30%	45%	29%

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: 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			
					2023	#	%	%		#	%	%		#	%	%		#	%	%
					#															
Math	5	Sampson	ES 1	SPED	16	16	100%	100%	83%	13	81%	85%	56%	*	*	*	*			
Reading	3	Sampson	ES 1	All	165	150	91%	94%	93%	123	75%	85%	78%	76	46%	59%	53%			
Reading	3	Sampson	ES 1	Hispanic	35	27	77%	80%	92%	23	66%	76%	76%	17	49%	60%	49%			
Reading	3	Sampson	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*			
Reading	3	Sampson	ES 1	Asian	24	24	100%	100%	86%	22	92%	95%	81%	13	54%	60%	67%			
Reading	3	Sampson	ES 1	African Am.	3	*	*	*	100%	*	*	*	67%	*	*	*	*			
Reading	3	Sampson	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*			
Reading	3	Sampson	ES 1	White	93	87	94%	97%	94%	70	75%	85%	79%	43	46%	60%	50%			
Reading	3	Sampson	ES 1	Two or More	10	9	90%	93%	92%	6	60%	70%	77%	*	*	*	69%			
Reading	3	Sampson	ES 1	Eco. Dis.	16	13	81%	84%	70%	10	63%	70%	50%	*	*	*	45%			
Reading	3	Sampson	ES 1	Emergent Bilingual	6	*	*	*	56%	*	*	*	56%	*	*	*	*			
Reading	3	Sampson	ES 1	At-Risk	39	30	77%	80%	77%	16	41%	60%	54%	5	13%	25%	37%			
Reading	3	Sampson	ES 1	SPED	19	15	79%	82%	83%	10	53%	70%	59%	6	32%	45%	28%			
Reading	4	Sampson	ES 1	All	160	152	95%	97%	96%	127	79%	85%	80%	81	51%	55%	51%			
Reading	4	Sampson	ES 1	Hispanic	31	30	97%	99%	95%	20	65%	70%	76%	11	35%	50%	53%			
Reading	4	Sampson	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*			
Reading	4	Sampson	ES 1	Asian	25	25	100%	100%	100%	23	92%	98%	95%	17	68%	75%	84%			
Reading	4	Sampson	ES 1	African Am.	9	7	78%	81%	100%	5	56%	70%	83%	*	*	*	*			
Reading	4	Sampson	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*			
Reading	4	Sampson	ES 1	White	90	85	94%	96%	96%	75	83%	86%	78%	48	53%	60%	47%			
Reading	4	Sampson	ES 1	Two or More	5	5	100%	100%	92%	*	*	*	83%	*	*	*	50%			
Reading	4	Sampson	ES 1	Eco. Dis.	20	17	85%	88%	83%	11	55%	65%	52%	7	35%	45%	22%			
Reading	4	Sampson	ES 1	Emergent Bilingual	15	13	87%	90%	*	11	73%	77%	*	6	40%	50%	*			
Reading	4	Sampson	ES 1	At-Risk	41	35	85%	88%	84%	23	56%	65%	38%	13	32%	40%	*			
Reading	4	Sampson	ES 1	SPED	19	15	79%	82%	83%	10	53%	60%	42%	*	*	*	*			
Reading	5	Sampson	ES 1	All	137	134	98%	100%	95%	120	88%	91%	84%	91	66%	70%	58%			
Reading	5	Sampson	ES 1	Hispanic	30	28	93%	95%	97%	26	87%	90%	68%	15	50%	55%	48%			
Reading	5	Sampson	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*			
Reading	5	Sampson	ES 1	Asian	19	19	100%	100%	93%	19	100%	100%	90%	18	95%	97%	79%			
Reading	5	Sampson	ES 1	African Am.	4	*	*	*	77%	*	*	*	62%	*	*	*	38%			
Reading	5	Sampson	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*			
Reading	5	Sampson	ES 1	White	76	75	99%	100%	98%	64	84%	88%	89%	49	64%	67%	58%			
Reading	5	Sampson	ES 1	Two or More	8	8	100%	100%	100%	7	88%	91%	100%	5	63%	67%	*			
Reading	5	Sampson	ES 1	Eco. Dis.	14	12	86%	89%	86%	9	64%	70%	57%	*	*	*	36%			
Reading	5	Sampson	ES 1	Emergent Bilingual	8	7	88%	91%	90%	6	75%	80%	70%	5	63%	67%	55%			

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: 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
					2023	#	%	%		#	%	%		#	%		
					#											#	
Reading	5	Sampson	ES 1	At-Risk	43	41	95%	97%	88%	32	74%	80%	63%	24	56%	60%	48%
Reading	5	Sampson	ES 1	SPED	16	16	100%	100%	83%	13	81%	84%	50%	7	44%	50%	*
Science	5	Sampson	ES 1	All	136	128	94%	96%	89%	97	71%	80%	60%	55	40%	51%	31%
Science	5	Sampson	ES 1	Hispanic	29	25	86%	88%	81%	17	59%	75%	45%	8	28%	45%	23%
Science	5	Sampson	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Sampson	ES 1	Asian	19	19	100%	100%	90%	16	84%	90%	76%	12	63%	67%	41%
Science	5	Sampson	ES 1	African Am.	4	*	*	*	54%	*	*	*	*	*	*	*	*
Science	5	Sampson	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Sampson	ES 1	White	76	72	95%	98%	96%	57	75%	80%	64%	31	41%	50%	34%
Science	5	Sampson	ES 1	Two or More	8	8	100%	100%	100%	5	63%	70%	*	*	*	*	*
Science	5	Sampson	ES 1	Eco. Dis.	14	9	64%	80%	64%	*	*	*	39%	*	*	*	*
Science	5	Sampson	ES 1	Emergent Bilingual	7	5	71%	80%	80%	5	71%	75%	50%	*	*	*	30%
Science	5	Sampson	ES 1	At-Risk	42	35	83%	86%	69%	22	52%	70%	38%	15	36%	45%	21%
Science	5	Sampson	ES 1	SPED	16	14	88%	92%	56%	10	63%	70%	33%	*	*	*	28%

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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 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 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.