

Cypress-Fairbanks Independent School District

Sampson Elementary School

2025-2026

Accountability Rating: A

Distinction Designation

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

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

Student Achievement

Student Achievement Summary

Sampson Elementary School was rated as an A campus and received **all** of our Distinction Designations for the 2023-2024 school year.

Sampson Elementary School was rated as an A campus and received **all** of our Distinction Designations for the 2024-2025 school year.

Student Achievement Strengths

95% of all 3rd, 4th and 5th grade students scored "approaches" on the average of all 3 tests.

80% of all 3rd, 4th and 5th grade students scores "meets" or above.

50% of all 3rd, 4th and 5th grade students scored at the masters level.

Our campus received a letter grade of A for Domain I-Student Achievement STAAAR Performance, Domain II- School Progress Part A, and Domain III- Closing the Gaps.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: There was no growth in 3rd grade reading.

Root Cause: Instructional Focus Root Cause #1: Higher level questioning strategies are not being used consistently in every subject and every grade level.

Problem Statement 2: Instructional Focus Problem #2: Third grade masters achievement in reading and math was lower than both 4th grade and 5th grade.

Root Cause: Instructional Focus Root Cause #2: We are not differentiating small group instruction in every subject and every grade level.

Problem Statement 3: Instructional Focus Problem #3: 5th grade science scores at masters achievement was lower than several of our cluster group schools.

Root Cause: Instructional Focus Root Cause #3: We are not utilizing our planning times to have discussions about how to increase the rigor and/or extend our lessons.

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 (96.36) qualifies us as an Attendance Champion for the 24-25 school year.
- * 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 2024-25 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 2024-2025 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 2024-2025 school year was 96.7%.

Root Cause: Teacher/Paraprofessional Attendance: Our staff is frequently absent due to travel.

Family and Community Engagement

Family 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 officially adopted Farney Elementary becoming the first Cy-Fair school to adopt another campus. We also founded Sampson Gives. The mission of Sampson Gives is to continually offer support to others in need.

Family 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 Fun Run, 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 Fling Family Event, Spring Choir Program, Biz Town, 5th Grade Day, Garden Parties, Family Bingo Night, 2nd Grade Spanish Program, and End of Year Parties. Every grade level sponsored a Writing Celebration and invited parents to attend during the school day.

Our Watch D.O.G.S. program continues to be very successful. We are in year four of implementation.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: We have a very small number of parents that do not attend school events during the school day and/or after hours.

Root Cause: We need to solicit input from these families so that we can provide opportunities that they would like to participate in.

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional Focus: Strengthening first-time instruction in all subjects through specific targeted planning.</p> <p>Strategy: Higher level questioning will occur in every classroom. Samples will be written into lesson plans.</p> <p>Strategy's Expected Result/Impact: The number of students scoring meets and masters on STAAR assessments will increase by 5%.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, and Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional Focus: Strengthening first-time instruction in all subjects through specific targeted planning.</p> <p>Strategy: Students will participate in differentiated small group instruction. Teachers will include these groups in their lesson plans each week.</p> <p>Strategy's Expected Result/Impact: The number of students scoring meets and masters on STAAR assessments will increase by 5%.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, and Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			

Strategy 3 Details	Reviews			
<p>Strategy 3: Instructional Focus: Strengthening first-time instruction in all subjects through specific targeted planning.</p> <p>Strategy: Teacher planning sessions will follow a PLC agenda. The principal and assistant principals will attend planning sessions each week to support the use of the PLC agenda.</p> <p>Strategy's Expected Result/Impact: The number of students scoring meets and masters on STAAR assessments will increase by 5%.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principals, and Principals</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 4 Details	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			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 5 Details	Reviews			
<p>Strategy 5: Improving Student Engagement: We will increase the number of student activities offered after hours by encouraging and rewarding staff members that agree to sponsor these after school groups.</p> <p>Strategy's Expected Result/Impact: The number of student activities offered after hours will increase by 5%.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, and Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 6 Details	Reviews			
<p>Strategy 6: Improving Student Engagement: We will utilize our PTO, community associations and school sponsors to provide resources for our after school groups.</p> <p>Strategy's Expected Result/Impact: The number of students participating in our after school groups will increase by 5%.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, and Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
<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>				

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details	Reviews			
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Specialist	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
<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>				

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Reviews			
Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program and utilize the data to inform and adjust instruction. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Specialist	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will complete 30-60 minutes per week within the AMIRA program, and teachers will utilize the data to inform and adjust instruction.</p> <p>Strategy's Expected Result/Impact: Increased reading proficiency</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources including the use of math manipulatives.</p> <p>Strategy's Expected Result/Impact: Increased reading proficiency</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Specialists</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle.</p> <p>Strategy's Expected Result/Impact: Increased reading proficiency</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Specialist</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

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

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

Strategy 1 Details	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			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock-down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps.</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			Summative
	Nov	Feb	May	June
	 Considerable			
<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>				

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

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

Evaluation Data Sources: Student attendance records

Strategy 1 Details	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			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 2 Details	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			Summative
	Nov	Feb	May	June
	 Moderate Progress			
<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>				

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	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 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			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 2 Details	Reviews			
<p>Strategy 2: Behavior Management: 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			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 3 Details	Reviews			
<p>Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey.</p> <p>Strategy's Expected Result/Impact:</p> <ol style="list-style-type: none"> 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course.</p> <p>Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s)</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
<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>				

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

Strategy 1 Details	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			Summative
	Nov	Feb	May	June
	 Considerable			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

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

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

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: 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

Strategy 1 Details	Reviews			
<p>Strategy 1: Improving Social Media Presence: Sampson Elementary will add Instagram to our list of social media handles.</p> <p>Strategy's Expected Result/Impact: We hope to reach 10% more followers in our community and beyond by adding a third social media site for Sampson Elementary</p> <p>Staff Responsible for Monitoring: Principal, assistant principals, counselors, and instructional specialists</p>	Formative			Summative
	Nov	Feb	May	June
	 Accomplished			
Strategy 2 Details	Reviews			
<p>Strategy 2: Improving Social Media Presence: We will ask every grade level and/or team to make at least 2 posts each week on social media.</p> <p>Strategy's Expected Result/Impact: The number of posts related to Sampson Elementary will increase by 100% each month.</p> <p>Staff Responsible for Monitoring: Principal, assistant principals, counselors and instructional specialists</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 3 Details	Reviews			
<p>Strategy 3: Improving Parent and Community Engagement: We will offer a parent/survey in the fall and in the spring to ask for input concerning our parent and community engagement.</p> <p>Strategy's Expected Result/Impact: Parent and community engagement will increase by at least 5% by the end of the 25-26 school year.</p> <p>Staff Responsible for Monitoring: Principal, assistant principals, instructional specialists and counselors</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			

Strategy 4 Details	Reviews			
<p>Strategy 4: Improving Parent and Community Engagement: We will continue to partner with Coles Crossing Dads Club, MUD #364 and #365, and other community organizations to promote parent and community engagement.</p> <p>Strategy's Expected Result/Impact: Parent and community engagement will increase by at least 5% by the end of the 25-26 school year.</p> <p>Staff Responsible for Monitoring: Principal, assistant principals, instructional specialists and counselors</p>	Formative			Summative
	Nov	Feb	May	June
	 Considerable			
<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>				

CPOC

Committee Role	Name	Position
Principal	Heather Motzny	Principal
Teacher #1	Lisa Koncir	Kindergarten teacher
Teacher #2	Gianna Tarantino	1st grade teacher
Teacher #3	Kerian McCreight	2nd grade teacher
Teacher #4	Kristy Michel	3rd grade teacher
Teacher #5	Jennifer Bygness	4th grade teacher
Teacher #6	Martha Price	5th grade teacher
Teacher #7	Lindsey Hamilton	dyslexia teacher
Teacher #8	Rebecca Moore	special education teacher
Other School Leader (Non-teaching Professional) #1	Missy Barfuss	Assistant Principal
Other School Leader (Non-teaching Professional) #2	Brigitte Campbell	Counselor
Other School Leader (Non-teaching Professional) #3	Ashley Carraway	ELAR Instructional Specialist
Other School Leader (Non-teaching Professional) #4	Chevelle Davis	Math Instructional Specialist
Administrator (LEA) #1	Elaine Waier	Curriculum Coordinator
Parent #1	Susie Dickerson	Sampson parent
Parent #2	Kara Leal	Sampson parent
Community Member #1	Cat Dye	Community Member #1
Community Member #2	Jeanmarie Kroh	Community Member #2
Business Representative #1	Ryan Stegall	insurance agent
Business Representative #2	Brianna Bischoff	realtor

Addendums

Campus

Sampson

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	96%	98%	100%	100%	100%
Meets or Above	80%	83%	86%	89%	90%
Masters Grade Level	48%	51%	54%	57%	60%

2025-26	Target Check
97%	Did not meet District Strategic Target
83%	Met District Strategic Target
56%	Met District Strategic Target

3rd Grade Early Childhood Reading Board Outcome Goal (Meet or Higher)					
	2024-25	2025-26	2026-27	2027-28	2028-29
All	79%	81%			
African Am.	86%	88%			
Hispanic	69%	71%			
Eco. Dis.	48%	50%			
EB	54%	56%			
SPED	49%	51%			
Highly Mobile	0%	2%			
High Focus	58%	60%			

2025-26	Target Check
83%	Met Reading Board Outcome Target
86%	Did not meet Reading Target
77%	Met Reading Board Outcome Target
51%	Met Reading Board Outcome Target
59%	Met Reading Board Outcome Target
53%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
61%	Met Reading Board Outcome Target

3rd Grade Early Childhood Math Board Outcome Goal (Meet or Higher)					
	2024-25	2025-26	2026-27	2027-28	2028-29
All	71%	73%			
African Am.	71%	73%			
Hispanic	56%	58%			
Eco. Dis.	41%	43%			
EB	54%	56%			
SPED	43%	45%			
Highly Mobile	0%	2%			
High Focus	50%	52%			

2025-26	Target Check
76%	Met Math Board Outcome Target
86%	Met Math Board Outcome Target
63%	Met Math Board Outcome Target
46%	Met Math Board Outcome Target
59%	Met Math Board Outcome Target
47%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
53%	Met Math Board Outcome Target

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

To ensure the privacy of small student groups, data for performance levels with fewer than five students are not shown.

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target	
					#	%	#	%	#	%	#	%	%	#	%
Reading	3	Sampson	ES1	All	158	93%	155	98%	79%	132	83%	42%	81	51%	
Reading	3	Sampson	ES1	Hispanic	43	88%	41	95%	69%	33	77%	28%	20	47%	
Reading	3	Sampson	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*	
Reading	3	Sampson	ES1	Asian	14	96%	14	100%	83%	13	93%	63%	11	79%	
Reading	3	Sampson	ES1	African Am.	7	86%	7	100%	86%	6	86%	*	3	43%	
Reading	3	Sampson	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*	
Reading	3	Sampson	ES1	White	88	96%	87	99%	81%	75	85%	43%	45	51%	
Reading	3	Sampson	ES1	Two or More	6	82%	6	100%	73%	5	83%	*	2	33%	
Reading	3	Sampson	ES1	Eco. Dis.	35	79%	28	80%	48%	18	51%	21%	9	26%	
Reading	3	Sampson	ES1	EB	17	77%	14	82%	54%	10	59%	*	7	41%	
Reading	3	Sampson	ES1	At-Risk	28	79%	23	82%	46%	14	50%	18%	8	29%	
Reading	3	Sampson	ES1	SPED	34	80%	28	82%	49%	18	53%	23%	10	29%	
Reading	3	Sampson	ES1	Highly Mobile	0	*	0	*	*	0	*	*	0	*	
Reading	3	Sampson	ES1	High Focus	72	83%	61	85%	58%	44	61%	27%	22	31%	
Reading	4	Sampson	ES1	All	160	97%	159	99%	86%	143	89%	55%	92	58%	
Reading	4	Sampson	ES1	Hispanic	33	92%	32	97%	74%	25	76%	50%	17	52%	
Reading	4	Sampson	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*	
Reading	4	Sampson	ES1	Asian	22	100%	22	100%	100%	22	100%	75%	17	77%	
Reading	4	Sampson	ES1	African Am.	10	100%	10	100%	88%	9	90%	*	3	30%	
Reading	4	Sampson	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*	
Reading	4	Sampson	ES1	White	84	100%	84	100%	90%	77	92%	55%	48	57%	
Reading	4	Sampson	ES1	Two or More	11	92%	11	100%	85%	10	91%	62%	7	64%	
Reading	4	Sampson	ES1	Eco. Dis.	31	84%	27	87%	58%	19	61%	37%	12	39%	
Reading	4	Sampson	ES1	EB	18	100%	18	100%	*	15	83%	*	9	50%	
Reading	4	Sampson	ES1	At-Risk	26	94%	25	96%	60%	17	65%	40%	12	46%	
Reading	4	Sampson	ES1	SPED	35	89%	32	91%	63%	23	66%	41%	17	49%	
Reading	5	Sampson	ES1	All	158	93%	152	96%	86%	141	89%	64%	106	67%	
Reading	5	Sampson	ES1	Hispanic	41	91%	38	93%	81%	34	83%	56%	24	59%	
Reading	5	Sampson	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*	
Reading	5	Sampson	ES1	Asian	19	92%	18	95%	88%	17	89%	71%	14	74%	
Reading	5	Sampson	ES1	African Am.	7	83%	6	86%	83%	6	86%	*	4	57%	
Reading	5	Sampson	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*	
Reading	5	Sampson	ES1	White	79	97%	79	100%	89%	73	92%	68%	56	71%	
Reading	5	Sampson	ES1	Two or More	12	85%	11	92%	85%	11	92%	62%	8	67%	
Reading	5	Sampson	ES1	Eco. Dis.	24	79%	20	83%	65%	17	71%	38%	10	42%	
Reading	5	Sampson	ES1	EB	18	56%	11	61%	*	9	50%	*	6	33%	
Reading	5	Sampson	ES1	At-Risk	41	70%	31	76%	54%	24	59%	27%	13	32%	
Reading	5	Sampson	ES1	SPED	28	78%	23	82%	48%	15	54%	*	6	21%	
Math	3	Sampson	ES1	All	158	92%	150	95%	71%	120	76%	39%	76	48%	
Math	3	Sampson	ES1	Hispanic	43	84%	38	88%	56%	27	63%	38%	17	40%	
Math	3	Sampson	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*	
Math	3	Sampson	ES1	Asian	14	100%	14	100%	83%	12	86%	63%	9	64%	
Math	3	Sampson	ES1	African Am.	7	86%	7	100%	71%	6	86%	*	3	43%	
Math	3	Sampson	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*	
Math	3	Sampson	ES1	White	88	95%	86	98%	74%	70	80%	33%	45	51%	
Math	3	Sampson	ES1	Two or More	6	82%	5	83%	73%	5	83%	*	2	33%	
Math	3	Sampson	ES1	Eco. Dis.	35	79%	29	83%	41%	16	46%	24%	11	31%	

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					2026	%	#	%	%	#	%	#	%	
					#	%	%	%	%	%	%	%		
Math	3	Sampson	ES1	EB	17	92%	16	94%	54%	10	59%	*	8	47%
Math	3	Sampson	ES1	At-Risk	28	85%	25	89%	54%	16	57%	31%	10	36%
Math	3	Sampson	ES1	SPED	34	77%	27	79%	43%	16	47%	20%	10	29%
Math	3	Sampson	ES1	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Sampson	ES1	High Focus	72	82%	61	85%	50%	38	53%	29%	23	32%
Math	4	Sampson	ES1	All	160	92%	152	95%	80%	135	84%	51%	88	55%
Math	4	Sampson	ES1	Hispanic	33	82%	28	85%	68%	23	70%	50%	17	52%
Math	4	Sampson	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Sampson	ES1	Asian	22	100%	22	100%	94%	21	95%	75%	17	77%
Math	4	Sampson	ES1	African Am.	10	75%	8	80%	63%	7	70%	*	4	40%
Math	4	Sampson	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Sampson	ES1	White	84	100%	84	100%	85%	74	88%	48%	44	52%
Math	4	Sampson	ES1	Two or More	11	85%	10	91%	85%	10	91%	46%	6	55%
Math	4	Sampson	ES1	Eco. Dis.	31	63%	21	68%	53%	17	55%	*	10	32%
Math	4	Sampson	ES1	EB	18	*	16	89%	*	10	56%	*	7	39%
Math	4	Sampson	ES1	At-Risk	26	77%	21	81%	54%	15	58%	37%	11	42%
Math	4	Sampson	ES1	SPED	35	81%	29	83%	59%	22	63%	33%	16	46%
Math	5	Sampson	ES1	All	158	96%	156	99%	83%	136	86%	50%	106	67%
Math	5	Sampson	ES1	Hispanic	41	88%	39	95%	67%	29	71%	37%	19	46%
Math	5	Sampson	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	Sampson	ES1	Asian	19	96%	19	100%	88%	18	95%	79%	18	95%
Math	5	Sampson	ES1	African Am.	7	83%	7	100%	83%	6	86%	*	6	86%
Math	5	Sampson	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Sampson	ES1	White	79	99%	79	100%	88%	72	91%	49%	55	70%
Math	5	Sampson	ES1	Two or More	12	100%	12	100%	85%	11	92%	54%	8	67%
Math	5	Sampson	ES1	Eco. Dis.	24	88%	22	92%	71%	18	75%	35%	10	42%
Math	5	Sampson	ES1	EB	18	67%	13	72%	*	10	56%	*	6	33%
Math	5	Sampson	ES1	At-Risk	41	81%	34	83%	49%	19	46%	24%	13	32%
Math	5	Sampson	ES1	SPED	28	96%	28	100%	61%	18	64%	*	11	39%
Science	5	Sampson	ES1	All	158	94%	154	97%	70%	116	73%	42%	75	47%
Science	5	Sampson	ES1	Hispanic	41	88%	38	93%	56%	24	59%	23%	12	29%
Science	5	Sampson	ES1	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	Sampson	ES1	Asian	19	96%	19	100%	83%	17	89%	70%	15	79%
Science	5	Sampson	ES1	African Am.	7	83%	6	86%	*	5	71%	*	3	43%
Science	5	Sampson	ES1	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Sampson	ES1	White	79	97%	79	100%	75%	61	77%	45%	40	51%
Science	5	Sampson	ES1	Two or More	12	92%	12	100%	69%	9	75%	38%	5	42%
Science	5	Sampson	ES1	Eco. Dis.	24	76%	19	79%	52%	14	58%	30%	8	33%
Science	5	Sampson	ES1	EB	18	*	14	78%	*	10	56%	*	5	28%
Science	5	Sampson	ES1	At-Risk	41	75%	31	76%	36%	20	49%	14%	8	20%
Science	5	Sampson	ES1	SPED	28	91%	26	93%	39%	14	50%	26%	8	29%

2025-2026 Elementary Content Area Standard Expectations

Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a literacy schedule containing all required daily components.
- 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
 - Incorporate the use of digital tools such as:
 - Google Suite
 - Scholastic Literacy Pro
 - Scholastic Storyworks (2nd-5th)
 - Boost Reading
 - Amira Suite
 - HMH Suite
 - Achieve 3000
 - Schoology
 - Incorporate the use of technology inside the Language Arts classroom after explicit and systematic instruction of literacy processes has occurred, and when it is the most developmentally appropriate tool for the task being asked of the student

Mathematics

- Maximize instructional time by developing, posting, and consistently following a math schedule containing all required daily components.
- Model and expect students to use a problem-solving process by utilizing strategies included in Teacher Notes.
- Post and use classroom-created anchor charts in math classrooms.
- 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.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Use Bloom in Math student booklets in Kindergarten-5th grade and 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, Performance Matters, 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
 - Use district-approved 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 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 an Interactive Science Notebook in 1st-5th grades to record observations and demonstrate understanding of scientific concepts.
- Utilize the Science Study Guide (2nd-5th grades) to interpret diagrams and research/locate/generate information.
- Utilize the daily learning intention referenced in District Lessons at the start of each science block.
- Facilitate and maintain a student-created Interactive Word Wall in 2nd-5th grades.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Model the thought process utilized when analyzing scientific questions in 2nd-5th grades.
- Analyze data from observations and experiences to derive meaning, along with recurring themes and concepts.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and academic language.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and 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
 - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc.
 - Communicate and share conclusions using digital tools

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
- Utilize technology to encourage music composition as appropriate
- 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.
- Design open-ended lessons that highlight student voice, creativity, and problem-solving approaches.
- Introduce a range of media, techniques, and processes, including technology (e.g., digital tools) to foster creativity, support skill development, and encourage original outcomes through engaging art projects and research opportunities.
- Explore visual art-related careers to connect learning with real-world opportunities.
- Encourage students to connect learning in art with other areas of knowledge, such as math, reading, science, and social studies.
- Reflect regularly on teaching practices to support continuous professional growth.
- Utilize the resources available to teachers, including the CFISD adopted instructional materials, CFISD Benchmarks, and CFISD Curriculum Standards.
- Incorporate technology to foster creativity through engaging digital art projects and relevant research opportunities.
- Encourage excellence by offering students various opportunities to compete and exhibit their work through contests and community events such as the Houston Rodeo School Art Contest, Texas Elementary Art Meet (TEAM contest), and campus or districtwide art exhibitions.