Cypress-Fairbanks Independent School District

Millsap Elementary School

2025-2026

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

Create a thriving educational community where each student's full potential is cultivated, realized, and celebrated to ensure lifelong success

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Millsap Elementary is a campus located in Cypress, TX. Millsap was projected to serve 900 students in grades PK–5 during the 2025–26 school year, which is higher than the actual enrollment of 814 as of September 15, 2025.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Millsap's needs assessment process is described below.

Documentation of this process includes meeting minutes, agendas, and sign-in sheets. The Campus Leadership Team (also known as the Campus Performance Objectives Council [CPOC]) met on May 21, 2025, and again on September 18, 2025. Both meetings were held in the Millsap Library. Additional meetings are scheduled for November 18, 2025; February 19, 2026; and May 21, 2026, to review and revise the CNA as needed.

May 21, 2025 – First Meeting Highlights

CIP Strategy Evaluation & 2023–24 Summative Review
Led by Joy Dauphin, the group reviewed and reached consensus on each item from the 2023–24 Summative Evaluation. Members provided feedback and recommendations for the upcoming year, emphasizing the continuation of Science interactive word walls, strengthening small-group instruction, expanding MAP usage beyond required areas, and extending kindergarten strategies into pre-K. The team also discussed improving the use of monitoring notebooks, adjusting the daily kindergarten schedule—particularly for math—and continuing to explore ways to increase and sustain PAFE.

2024–25 Needs Assessment
The needs assessment, facilitated by Joy Dauphin with support from Nelly Ainsworth, Crystal Gonzalez, and DeEundra Hobson, included data review and table discussions. Several strengths were highlighted, including survey results that showed strong staff consensus on high expectations, collaboration, job-related communication, and opportunities for feedback. Growth was also noted in 4th and 5th-grade MAP Science scores, along with a decrease in behavior incidents despite increases in population and mobility. MAP results across all subjects showed upward trends, particularly in math.

In addition to these strengths, the group identified several areas that require improvement. Although student attendance rates were higher than ever, primary math and reading—while improving—continued to fall below district averages. Science performance in 4th and 5th grades was also identified as a priority area. The team emphasized the need for stronger critical writing across all subjects, with a focus on common language and vertical alignment in RLA. Additional needs included better support for student mobility and more opportunities for student-centered learning experiences.

2024–25 Campus Improvement Plan
The group began brainstorming strategies to continue or revise for the upcoming year, with discussions centered on primary instruction, science, and writing. It was agreed that further dialogue with all grade levels and staff would be necessary due to anticipated changes. Final strategies will be determined after reviewing and discussing STAAR data in August.

Title I Preliminary Budget Planning
The meeting also included a discussion of the 2024–25 Title I preliminary budget, led by Joy Dauphin. A breakdown of allocations for the 2025–26 school year was shared to guide future planning.

Additional Notes & Action Items
It was noted that many new staff members will be joining Millsap next year. Improving student attendance remains a high priority, and the group discussed refining the action plan and educating parents on their role in ensuring consistent attendance at the elementary level.

Action items from the meeting included:

- Finalizing CIP reviews and summatives

- Identifying the top three strengths and top three areas of need for the 2025–26 CIP in August

- Sharing all reviewed data with grade levels and staff during BOY professional development

Data Reviewed from the 2024–25 School Year:

- Millsap Accountability Data (2023)

- EPS Survey

- Board Targets

- Historical Behavior Data – Office Referrals

- Reading and Math MAP Data

- mCLASS Data

- Math and Reading Progress Monitoring Data

September 18, 2025 – Second Meeting Highlights

During the second meeting, the CPOC began by reviewing the purpose of the Campus Planning and Oversight Committee and clarifying its role in guiding campus improvement initiatives.

The group finalized the Comprehensive Needs Assessment by reviewing shared STAAR data and discussing observations. Celebrations and areas of success were highlighted, and accountability data indicated an overall score of 86 (B). Achievement was reported at 77, which will serve as a target for future improvement.

The committee then reviewed suggested Campus Improvement Plan (CIP) strategies, seeking feedback and approval. Problem statements and possible root causes were presented, along with proposed strategies and the campus instructional focus to address identified needs.

For Title I campuses, the committee also reviewed and discussed the 2025–26 Parent and Family Engagement Policy. A QR code was provided to facilitate feedback and gather input from parents and families.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the Campus Leadership Team (CPOC) for the 2025–26 school year:

1. **Priority Problem 1 – Student Achievement:**
   Student achievement in 3rd-grade math and 5th-grade reading was the lowest at Millsap on the 2025 STAAR assessment. Through root cause analysis, we identified that Tier 1 instruction has not been consistently informed or guided by student data during the planning process.

2. **Priority Problem 2 – STAAR Performance:**
   The percentage of students performing at the approaches, meets, and masters levels on the STAAR test is below the district average. Root cause analysis revealed that students are not receiving consistent opportunities to engage in critical writing across content areas. Additionally, when writing tasks are assigned, timely and specific feedback is often limited or inconsistent.

3. **Priority Problem 3 – Emergent Bilingual (EB) Student Performance:**
   Millsap's 3rd grade EB students are performing significantly lower on the math STAAR assessment compared to other grade levels and student groups. Root cause analysis determined that EB students are not regularly given time to engage in academic discussions or practice higher-order thinking skills. They have limited opportunities to use academic language to explain their thinking, and feedback during these activities is inconsistent.

4. **Priority Problem 4 – Behavior Management:**
   Behaviors that interfere with student learning need to be reduced. Root cause analysis identified that campus-wide behavior systems (PBIS and CKH) are not being implemented consistently or with fidelity.

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 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

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. (Campus-level targets to help the district meet this performance objective are attached.)

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details	Reviews			
Strategy 1: Instructional Focus: Millsap will strengthen Tier 1 instruction in reading through increased engagement in Planning and implementation of strategies based on data, with a focus on 3rd grade.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy: We will implement a uniform data tracking system used to plan in PLC's. **Strategy's Expected Result/Impact:** Increase number of students demonstrating growth on progress monitoring and MAP tests and scoring approaches, meets or masters on STAAR. **Staff Responsible for Monitoring:** Principal and Instructional Coaches and Instructional Leadership	Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Instructional Focus: Increase number of students demonstrating growth on progress monitoring and MAP tests and scoring approaches, meets or masters on STAAR.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy:We will increase quality feedback and coaching (incl. discussions in PLC's) about the HOW to increase student discourse and critical writing. **Strategy's Expected Result/Impact:** Increase number of students demonstrating growth on progress monitoring and MAP tests and scoring approaches, meets or masters on STAAR. **Staff Responsible for Monitoring:** Principal and Instructional Coaches and Instructional Leadership	Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Instructional Focus:	**Formative**			**Summative**
Increase number of students demonstrating growth on progress monitoring and MAP tests and scoring approaches, meets or masters on STAAR.	**Nov**	**Feb**	**May**	**June**
Strategy: We will utilize Sibme for peer feedback and PD for reflection and increased targeted PD (ECRs, etc.). **Strategy's Expected Result/Impact:** Increase number of students demonstrating growth on progress monitoring and MAP tests and scoring approaches, meets or masters on STAAR. **Staff Responsible for Monitoring:** Principal and Instructional Coaches and Instructional Leadership	Moderate Progress			

Strategy 4 Details	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**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Admin, Teachers	Moderate Progress			

Strategy 5 Details	Reviews			
Strategy 5: 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**			**Summative**
	Nov	**Feb**	**May**	**June**

First Tee Golf Group
 	
Art Before School
 	
Mustang Bowling Team
 	
Mustang Baseball Team
 	
Name that Book
 	
Campus and District Spelling Bee
 	
Grade level musical performances
 	
Field Day
 	
4th & 5th Grade Choir Performance
 	
Family Game Night
 	
Science demonstrations
 	
Field trips for every grade level
 	
Mustang Miliers and their Superintendent Fun Run
    Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education.
    Staff Responsible for Monitoring: Principal
	Moderate Progress			

Strategy 6 Details	Reviews			
Strategy 6: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 1. Salaries: *The Math Interventionist will work with who are At-risk and will monitor data to help teachers monitor students who are working below grade level, so all students are growing towards campus goals. *The Behavior Specialist will work with students who are at-risk behaviorally and identified as Red or Yellow on PBIS Tier system. The behavior specialist will work with teachers on classroom management strategies and identify appropriate classroom interventions to support children at-risk. The Behavior Specialist will create behavior plans and take the data to lead the PBIS committee. *A Class Size Reduction Teacher will lower the student to teacher ratio in 3rd grade, our target grade level. 2 . Professional Development -The leadership team, teaching staff, and para-professionals will attend various professional developments to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms, assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP. 3. Instructional Supplies: Student instructional supplies will be used to assist in the delivery of instruction and identify additional targeted lessons. 4. Student, PAFE snacks and supplies will be used to support before/after school events such as Family Game Night for Reading and Math hands-on activities to model strategies for parents to use at home to support their children, materials for parents to have at home to support the learning and books for students to have at home. 5. Extended Day Pay: staff members will be paid for planning outside the school day to support instructional and behavioral goals as specified in the CIP. 6. Substitute Pay: funding for a sub when the CSR teacher is absent. **Staff Responsible for Monitoring:** Principal	Moderate Progress			

Strategy 7 Details	Reviews			
Strategy 7: Improving Student Engagement: We will implement three or more acitivites for students to engage in outside of school, this year. (Name that Book is new for us this year, Art Before school is also new)	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Student engagement will increase and attendance will improve. **Staff Responsible for Monitoring:** Principal and Staff	Moderate Progress			

Strategy 8 Details	Reviews			
Strategy 8: Improving Student Engagement: We will acknowledge student success by increasing celebrations and display on the cafeteria panel for all to see. (All Star Students for Perfect Attendance and 0 Tardies/Referrals), Well Written Wednesdays to Celebrate Great Writing, Positive Office Referrals are some new ones for this year)	Formative			Summative
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Student engagement will increase and student attendance will improve. **Staff Responsible for Monitoring:** Principal and Staff	Considerable			

○ No Progress   ○ Accomplished   ➡ Continue/Modify   ✗ Discontinue

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. (Campus-level targets to help the district meet this goal are attached.)

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. (Campus-level targets to help the district meet this performance objective are attached.)

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details	Reviews			
Strategy 1: We will implement a uniform data tracking system used to plan in PLC's.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will be able to make data informed decisions to target instruction for thier students, ensuring improvement.	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Teachers and Instructional leaders.	Moderate Progress			
○ No Progress ○ Accomplished → Continue/Modify ✖ Discontinue				

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. (Campus-level targets to help the district meet this goal are attached.)

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:** Teachers		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
		Moderate Progress			
○ No Progress	◎ Accomplished	→ Continue/Modify	✕ Discontinue		

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			
Strategy 1: 90% of the students in grades 4-5 who scored below the Approaches Level on the STAAR ELAR will meet the 50% Amira Reading Mastery (ARM) score by 2029.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading proficiency **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**	**June**
	Moderate Progress			

No Progress   Accomplished   ➡ Continue/Modify   ✖ Discontinue

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. (Campus-level targets to help the district meet this goal are attached.)

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. (Campus-level targets to help the district meet this performance objective are attached.)

Evaluation Data Sources: MAP Data

Strategy 1 Details	Reviews			
Strategy 1: We will implement a uniform data tracking system used to plan in PLC's.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will be able to make data informed decisions to target instruction for thier students, ensuring improvement.	**Nov**	**Feb**	**May**	**June**
Staff Responsible for Monitoring: Teachers and Instructional Leadership	Moderate Progress			
⚪ No Progress ⭕ Accomplished ➡️ Continue/Modify ❌ Discontinue				

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive 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

Strategy 1 Details		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**			**Summative**
		Nov	Feb	May	June
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		Moderate Progress			
Strategy 2 Details		Reviews			
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps.		**Formative**			**Summative**
		Nov	Feb	May	June
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Admin		Moderate Progress			
Strategy 3 Details		Reviews			
Strategy 3: Staff will be accessible at recess and connected by communication through use of walkie talkies.		**Formative**			**Summative**
		Nov	Feb	May	June
Strategy's Expected Result/Impact: Increased communication and faster response times. **Staff Responsible for Monitoring:** Principal, Assistant Principals		Some Progress			

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

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.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				

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			
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.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Violent Incidents will continue to be 0 incidents. **Staff Responsible for Monitoring:** Admin and teachers	Some Progress			

Strategy 2 Details	Reviews			
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 engages in Restorative Discipline Practices through ongoing bite-sized professional development.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Admin and Teachers	Some Progress			

Strategy 3 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee	Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course.	**Formative**			**Summative**
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. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s)	**Nov**	**Feb**	**May**	**June**
	Some Progress			

○ No Progress   ○ Accomplished   → Continue/Modify   ✖ Discontinue

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 absences will decrease by 10%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	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**			**Summative**
	Nov	**Feb**	**May**	**June**
	Moderate Progress			

No Progress   Accomplished   ➡ Continue/Modify   ✕ Discontinue

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			
Strategy 1: High-Quality Professional Development: Campus leaders will engage in a book study to improve their communication in the area of leadership.	**Formative**			**Summative**
	Nov	Feb	May	June
Strategy's Expected Result/Impact: Support our targeted goals in our CIP **Staff Responsible for Monitoring:** Admin	Moderate Progress			

⬤ No Progress   🟢 Accomplished   ➡️ Continue/Modify   ❌ Discontinue

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 10%.

    Evaluation Data Sources: Activity sign-in sheets/records

Strategy 1 Details				Reviews			
Strategy 1: Improving Social Media Presence: We will commit to sending frequent and timely communication across several platforms (FB/Instagram/Marquee/School Messenger using: @CyFairMillsap				**Formative**			**Summative**
				Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: We will reach a larger audience of parents with the unified message in any location they look for information. **Staff Responsible for Monitoring:** Principal, APs, ISs, Teachers, Behavior Specialist, & Principal's Secretary				Moderate Progress			

Strategy 2 Details				Reviews			
Strategy 2: Improving Social Media Presence: We will utilize grade level communication tools (weekly newsletter via school messenger and remind) for all teams to share relevant, daily learning opportunities as we celebrate our students, campus, and district to engage our parents and community.				**Formative**			**Summative**
				Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: We will reach a larger audience of parents and community with the unified message that Millsap and CFISD are the places you want your child to attend school. **Staff Responsible for Monitoring:** Principal, APs, ISs, Teachers, Behavior Specialist, & Principal's Secretary				Moderate Progress			

Strategy 3 Details				Reviews			
Strategy 3: Improving Parent and Community Engagement: The Millsap community will be invited to attend various events support the academic, social and emotional well being of students and families. Events include: parent led science demonstrations and utilize parents as volunteers at grade level field trips, 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, Family Engagement Night (Game Night) and various Fine Arts programs.				**Formative**			**Summative**
				Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: We will reach a larger audience of parents and community with the unified message that Millsap has a great deal of extracurricular opportunities for students to develop into well-rounded young adults prepared for middle school. **Staff Responsible for Monitoring:** Principal, APs, ISs, Teachers, Behavior Specialist, & Principal's Secretary				Moderate Progress			

Strategy 4 Details		Reviews			
Strategy 4: Improving Parent and Community Engagement: Millsap will increase the number of Bilingual staff members.		Formative			Summative
Strategy's Expected Result/Impact: We will reach a larger audience of parents and community with the unified message that reduces any potential language barriers.		Nov	Feb	May	June
Staff Responsible for Monitoring: Principal, APs, ISs, Teachers, Behavior Specialist, & Principal's Secretary		Considerable			

Strategy 5 Details		Reviews			
Strategy 5: We will implement parent readers for K and 1st grade.		Formative			Summative
Strategy's Expected Result/Impact: There will be an increase of opportunities for parents to partner with their child and school's education.		Nov	Feb	May	June
Staff Responsible for Monitoring: Principal, APs, ISs, Teachers, Behavior Specialist, & Principal's Secretary		Accomplished			

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

CPOC

Committee Role	Name	Position
Principal	Joy Dauphin	Principal (there is only one principal)
Teacher #1	Shannon Riley	Teacher #1
Teacher #2	Theresa Cruz	Teacher #2
Teacher #3	Christina Garcia	Teacher #3
Teacher #4	Laura Assaf	Teacher #4
Teacher #5	Maria Gonzalez	Teacher #5
Teacher #6	Ivania Chavarria Marcia	Teacher #6
Teacher #7	Derrick Weiss	Teacher #7
Teacher #8	Cazzie Escalante	Teacher #8
Other School Leader (Nonteaching Professional) #1	Christi Moran	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Lois Khalfani-Barnes	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	De'Eundra Hobson	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Beth Seiter	Other School Leader (Nonteaching Professional) #4
Paraprofessional #1	Kim Vanegas	Paraprofessional #1
Paraprofessional #2	Paraprofessional 2	Paraprofessional #2
Administrator (LEA) #1	Administrator (LEA) 1	Administrator (LEA) #1
Administrator (LEA) #2	Administrator (LEA) 2	Administrator (LEA) #2
Parent #1	Shannon McKee	Parent #1
Parent #2	Alicia Ainsworth	Parent #2
Community Member #1	Sam Reynolds	Community Member #1
Community Member #2	Rhett Dotson	Community Member #2
Business Representative #1	Brian Sandal	Business Representative #1
Business Representative #2	Rhett Dotson	Business Representative #2
No Charter School in LEA	N/A N/A	No Charter School in LEA
No Tribal Association in LEA	N/A N/A	No Tribal Association in LEA

Addendums

Campus Millsap

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	**2025-26**	2026-27	2027-28	2028-29
Approaches or Above	77%	79%	81%	83%	85%
Meets or Above	51%	54%	57%	60%	63%
Masters Grade Level	22%	25%	28%	31%	34%

2025-26	Target Check
74%	Did not meet District Strategic Target
49%	Did not meet District Strategic Target
23%	Did not meet 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	50%	52%			
African Am.	55%	57%			
Hispanic	40%	42%			
Eco. Dis.	46%	48%			
EB	29%	31%			
SPED	19%	21%			
Highly Mobile	0%	2%			
High Focus	45%	47%			

2025-26	Target Check
54%	Met Reading Board Outcome Target
59%	Met Reading Board Outcome Target
43%	Met Reading Board Outcome Target
48%	Met Reading Board Outcome Target
31%	Met Reading Board Outcome Target
22%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
48%	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	33%	35%			
African Am.	23%	25%			
Hispanic	22%	24%			
Eco. Dis.	26%	28%			
EB	14%	16%			
SPED	10%	12%			
Highly Mobile	0%	2%			
High Focus	27%	29%			

2025-26	Target Check
37%	Met Math Board Outcome Target
29%	Met Math Board Outcome Target
25%	Met Math Board Outcome Target
29%	Met Math Board Outcome Target
18%	Met Math Board Outcome Target
13%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
30%	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 2026 #	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	Millsap	ES4	All	134	75%	106	79%	50%	72	54%	23%	33	25%
Reading	3	Millsap	ES4	Hispanic	68	69%	49	72%	40%	29	43%	13%	10	15%
Reading	3	Millsap	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Millsap	ES4	Asian	3	*	3	100%	*	1	33%	*	0	0%
Reading	3	Millsap	ES4	African Am.	17	77%	14	82%	55%	10	59%	*	2	12%
Reading	3	Millsap	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Millsap	ES4	White	34	79%	28	82%	66%	23	68%	45%	16	47%
Reading	3	Millsap	ES4	Two or More	12	89%	12	100%	67%	9	75%	*	5	42%
Reading	3	Millsap	ES4	Eco. Dis.	91	75%	77	85%	46%	44	48%	16%	16	18%
Reading	3	Millsap	ES4	EB	45	59%	27	60%	29%	14	31%	*	5	11%
Reading	3	Millsap	ES4	At-Risk	51	57%	30	59%	30%	16	31%	7%	4	8%
Reading	3	Millsap	ES4	SPED	23	52%	13	57%	*	5	22%	*	3	13%
Reading	3	Millsap	ES4	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Millsap	ES4	High Focus	101	73%	76	75%	45%	48	48%	16%	17	17%
Reading	4	Millsap	ES4	All	128	79%	102	80%	58%	75	59%	34%	45	35%
Reading	4	Millsap	ES4	Hispanic	64	74%	50	78%	52%	37	58%	23%	19	30%
Reading	4	Millsap	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Millsap	ES4	Asian	3	*	1	33%	*	0	0%	*	0	0%
Reading	4	Millsap	ES4	African Am.	22	82%	19	86%	47%	12	55%	29%	8	36%
Reading	4	Millsap	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Millsap	ES4	White	33	89%	30	91%	69%	25	76%	46%	18	55%
Reading	4	Millsap	ES4	Two or More	6	*	2	33%	*	1	17%	*	0	0%
Reading	4	Millsap	ES4	Eco. Dis.	90	74%	68	76%	50%	46	51%	28%	26	29%
Reading	4	Millsap	ES4	EB	40	68%	28	70%	38%	16	40%	15%	7	18%
Reading	4	Millsap	ES4	At-Risk	46	72%	34	74%	41%	20	43%	19%	9	20%
Reading	4	Millsap	ES4	SPED	27	50%	15	56%	32%	9	33%	*	4	15%
Reading	5	Millsap	ES4	All	126	69%	88	70%	51%	65	52%	24%	32	25%
Reading	5	Millsap	ES4	Hispanic	65	64%	44	68%	43%	31	48%	21%	15	23%
Reading	5	Millsap	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	5	Millsap	ES4	Asian	3	*	2	67%	*	1	33%	*	0	0%
Reading	5	Millsap	ES4	African Am.	21	56%	12	57%	33%	8	38%	*	4	19%
Reading	5	Millsap	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Millsap	ES4	White	31	81%	26	84%	69%	22	71%	31%	12	39%
Reading	5	Millsap	ES4	Two or More	6	*	4	67%	*	3	50%	*	1	17%
Reading	5	Millsap	ES4	Eco. Dis.	80	58%	49	61%	39%	32	40%	15%	13	16%
Reading	5	Millsap	ES4	EB	36	54%	20	56%	37%	14	39%	15%	6	17%
Reading	5	Millsap	ES4	At-Risk	75	54%	43	57%	34%	26	35%	13%	11	15%
Reading	5	Millsap	ES4	SPED	28	*	10	36%	*	5	18%	*	1	4%
Math	3	Millsap	ES4	All	134	59%	100	75%	33%	50	37%	11%	16	12%
Math	3	Millsap	ES4	Hispanic	68	50%	44	65%	22%	17	25%	*	3	4%
Math	3	Millsap	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Millsap	ES4	Asian	3	*	3	100%	*	0	0%	*	0	0%
Math	3	Millsap	ES4	African Am.	17	59%	14	82%	23%	5	29%	*	1	6%
Math	3	Millsap	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Millsap	ES4	White	34	72%	28	82%	52%	18	53%	24%	9	26%
Math	3	Millsap	ES4	Two or More	12	89%	11	92%	78%	10	83%	*	3	25%
Math	3	Millsap	ES4	Eco. Dis.	91	54%	50	55%	26%	26	29%	7%	7	8%

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count 2026	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
					#	%	#	%	%	#	%	%	#	%
Math	3	Millsap	ES4	EB	45	33%	20	44%	14%	8	18%	*	3	7%
Math	3	Millsap	ES4	At-Risk	51	37%	20	39%	15%	8	16%	*	3	6%
Math	3	Millsap	ES4	SPED	23	33%	8	35%	*	3	13%	*	1	4%
Math	3	Millsap	ES4	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Millsap	ES4	High Focus	101	54%	56	55%	27%	30	30%	9%	10	10%
Math	4	Millsap	ES4	All	128	73%	95	74%	58%	76	59%	29%	38	30%
Math	4	Millsap	ES4	Hispanic	64	69%	45	70%	56%	37	58%	23%	17	27%
Math	4	Millsap	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Millsap	ES4	Asian	3	*	2	67%	*	1	33%	*	0	0%
Math	4	Millsap	ES4	African Am.	22	65%	15	68%	35%	10	45%	*	4	18%
Math	4	Millsap	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Millsap	ES4	White	33	83%	28	85%	69%	25	76%	43%	16	48%
Math	4	Millsap	ES4	Two or More	6	*	5	83%	*	3	50%	*	1	17%
Math	4	Millsap	ES4	Eco. Dis.	90	67%	61	68%	51%	47	52%	23%	22	24%
Math	4	Millsap	ES4	EB	40	65%	27	68%	56%	23	58%	24%	10	25%
Math	4	Millsap	ES4	At-Risk	46	63%	30	65%	43%	21	46%	13%	7	15%
Math	4	Millsap	ES4	SPED	27	45%	13	48%	36%	10	37%	*	3	11%
Math	5	Millsap	ES4	All	126	70%	90	71%	46%	59	47%	19%	25	20%
Math	5	Millsap	ES4	Hispanic	65	70%	47	72%	43%	29	45%	19%	14	22%
Math	5	Millsap	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	Millsap	ES4	Asian	3	100%	3	100%	100%	3	100%	*	1	33%
Math	5	Millsap	ES4	African Am.	21	44%	10	48%	28%	7	33%	*	1	5%
Math	5	Millsap	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Millsap	ES4	White	31	76%	25	81%	50%	16	52%	19%	8	26%
Math	5	Millsap	ES4	Two or More	6	*	5	83%	*	4	67%	*	1	17%
Math	5	Millsap	ES4	Eco. Dis.	80	61%	50	63%	35%	29	36%	14%	12	15%
Math	5	Millsap	ES4	EB	36	63%	23	64%	37%	14	39%	12%	5	14%
Math	5	Millsap	ES4	At-Risk	75	55%	42	56%	29%	23	31%	11%	9	12%
Math	5	Millsap	ES4	SPED	28	43%	13	46%	*	5	18%	*	3	11%
Science	5	Millsap	ES4	All	126	67%	86	68%	33%	43	34%	14%	19	15%
Science	5	Millsap	ES4	Hispanic	65	59%	40	62%	30%	20	31%	11%	9	14%
Science	5	Millsap	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	Millsap	ES4	Asian	3	*	2	67%	*	1	33%	*	0	0%
Science	5	Millsap	ES4	African Am.	21	56%	12	57%	*	4	19%	*	1	5%
Science	5	Millsap	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Millsap	ES4	White	31	86%	27	87%	45%	14	45%	19%	8	26%
Science	5	Millsap	ES4	Two or More	6	*	5	83%	*	4	67%	*	1	17%
Science	5	Millsap	ES4	Eco. Dis.	80	55%	46	58%	24%	20	25%	8%	7	9%
Science	5	Millsap	ES4	EB	36	53%	20	56%	23%	9	25%	*	3	8%
Science	5	Millsap	ES4	At-Risk	75	54%	41	55%	22%	17	23%	7%	6	8%
Science	5	Millsap	ES4	SPED	28	36%	11	39%	*	5	18%	*	3	11%

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.