Cypress-Fairbanks Independent School District

Millsap Elementary School

2021-2022 Campus Improvement Plan

Mission Statement

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

Vision

LEAD: Learn. Empower. Achieve. Dream.

School Pledge

As Millsap Mustangs, we do our best to show respect and LEAD the rest. With a Positive ATTITUDE on our minds, our EFFORT won't be hard to find. We know it's what Mustangs do, so be DEPENDABLE, it's up to you!

LEAD - Leadership, Effort, Attitude, Dependable

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1.1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment:

- Data analysis
- Identify the problem
- Identification of contributing factors
- Determination of sphere of control
- Identification of a focus issue
- Determination of the "5 whys"
- Identification of a root cause.

In summary, the comprehensive needs assessment denotes the following: Millsap will continue efforts to close the gap in all areas of academics. Our areas of need may have increased due to the time out of school for COVID-19, so Millsap will continue making progress in our goals to address these areas.

The comprehensive needs assessment was used to develop the goals, performance objectives, and strategies in the remainder of this campus improvement plan.

Title I, Part A Schoolwide Program Element 2.1: Campus Improvement Plan Developed with Appropriate Stakeholders: The campus improvement plan was developed with involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators, the local education agency, and where appropriate, other individuals determined by the school. The committee who develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC).

Title I, Part A Schoolwide Program Element 2.2: Regular Monitoring and Revision: The campus improvement plan will stay in effect for the duration of the school year and will be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The campus improvement plan will be evaluated during the regularly scheduled CPOC Meetings.

Title I, Part A Schoolwide Program Element 2.3: Available to Parents and Community in an Understandable Format and Language: The campus improvement plan is available to the local education agency, parents, and the public, and information contained in the plan is in an understandable and uniform format and, to the extent practicable provided in a language parents can understand. It is written in English and translated into Spanish and other languages based on the following Language Access Plan for Title I Campuses:

In accordance with Title VI of the Civil Rights Act of 1964 and the Americans with Disabilities Act, this procedure establishes guidelines for providing language accessible services to individuals that are limited English proficient.

All Title I Campuses shall have all written and oral communication services readily available in English and Spanish.

When 25% of a Cypress-Fairbanks ISD Title I campuses home language data shows that the common form of communication is a language other than English or Spanish, the campus will provide the following documents translated to the common language:

- *Registration and Enrollment Forms*
- *Progress Reports*
- *Report Cards*
- *Campus Improvement Plans*
- *School-Parent Compact*
- *Parent Engagement Policy*

Individual campuses may provide other documents translated in a language accessible to their community based upon campus needs. All documents will be translated upon request. Verbal translation in Spanish is available at all Cypress-Fairbanks ISD campuses. The entire Cypress-Fairbanks ISD website, including attachments and links, is translated into Spanish. Other translations may be provided upon request.

The Campus Improvement Plan is made available to parents on the campus website, the district website, the front office, and the leasing office of Meadows at Cypress Creek.

Student Achievement

Student Achievement Strengths

Reading:

- In grades 3-5, 75% of our students passed reading, 51% were at the meets grade level passing standard, & 27% of our students mastered grade level standards.

Math:

- In 3rd grade, our LEP students performed 22% higher than the district in the Approaches category, 8% higher than the district in the Meets category, and 14% higher than the district in the Masters category.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading: There is a decrease in the percentage of students scoring Meets and Masters in Reading. **Root Cause:** Reading: We are not prepared for planning to consistently conduct small group instruction and to differentiate by reading level to personalize the learning.

Problem Statement 2: Writing: There has been a steady decline in writing performance in all subpops. **Root Cause:** Writing: We are not vertically aligned in writing.

Problem Statement 3: Math: Math performance has significantly dropped in all subpops in third - fifth grades. **Root Cause:** Math: We are not planning for small group instruction and not using manipulatives for our students to increase math performance.

Problem Statement 4: Science: African American, LEP and ED students are not performing as well as the white subgroup. **Root Cause:** Science: Our lessons are not interactive and are more demonstrative.

Problem Statement 5: Students are beginning the 2021-22 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 6: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate Strengths

We have implemented PBIS Rewards and 100% of Staff and Students are using it proficiently. In addition, we are promoting student leadership through the following programs: LEAD Academy, PALS, and junior counselors.

Stanford Harmony lessons and Core Essentials monthly values are implemented school wide to help teach the whole child.

The Millsap Emergency Operations Plan was updated based on recent building upgrades and implemented successfully keeping all students safe.

98% of the staff agrees/strongly agrees that staff recognition is built into the school culture.

Problem Statements Identifying School Culture and Climate Needs

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The following are the needs of the campus in regard to Staff Quality, Recruitment and Retention:

Increase the number of ESL and GT certified teachers.

Continue to decrease number of absences for teachers and paras as this increases quality instruction for the students. 92.4% attendance rate for staff in 20/21 which was a significant drop, primarily due to illness or quarantine.

Staff Absences:

2020-21: 768 (COVID Leave Included)

2019-20: 381

2018-19: 662

2017-18: 562

2016-17: 563

2015-16: 622

2014-15: 527

2013-14: 513

Mentor new staff members to our campus. For the 2020 - 2021 school year, we had 10 new teachers and 3 new paras to our campus. This year (21/22), we have 7 new teachers and 4 new paras. Out of the 7 new teachers.

Increase opportunities for professional development and growth on our campus (ex. virtual trainings, f2f training, book studies, etc.)

Staff Quality, Recruitment, and Retention Strengths

This year we continued in year 2 with our New Teacher Academy and kicked it off in the summer with lunch and a round robin with small groups and admin. Our ISs created and implemented a mentor training to build capacity in our mentors, and planned monthly trainings for new teachers with their mentors to provide relevant and timely information.

Providing opportunities for Teachers to volunteer and lead collaborative conversations to foster vertical alignment based data.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Students miss out on quality first instruction when a staff member is absent and a shortage of substitutes. **Root Cause:**

Teacher/Paraprofessional Attendance: At times, staff take discretionary days off.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and Community Engagement Strengths

- Millsap had an increased participation in curriculum events, family events sponsored by the PTO, and PTO general meetings in comparison to the previous year.
- This year (21/22) Millsap was renovated and was excited to welcome Parents into our new building at Parent Night in September. We have many opportunities planned to rebuild the connection between school and community this year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parents have not been able to visit the campus and participate or be involved. **Root Cause:** Parent and Community Engagement: We need to encourage parents, who feel comfortable, to come back on campus now that COVID-19 restrictions have been adjusted.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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

Performance Objective 1: Curriculum and Instruction & Accountability: By June 2022, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

    Evaluation Data Sources: STAAR Reading, Writing, Math and Science results

Strategy 1 Details	Formative Reviews		
Strategy 1: Reading: Using student data, ELAR teachers in grades K- 5 will work to differentiate instruction through small groups to support growth for students in the approaches to meets and meets to masters STAAR categories.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** IS, Teachers, Admin	50%	60%	85%

Strategy 2 Details	Formative Reviews		
Strategy 2: Writing: ELAR teachers will collaboratively plan and focus on written responses in all content areas starting at the sentence level to support the vertical alignment of the campus writing initiative to ensure all students are writing across all content areas resulting in improved student communication.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** IS, Teachers, Admin	50%	75%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Math: We will enhance math instruction with consistent implementation of Number Talks, Fact Fluency, and small group instruction to increase math fluency and provide tactile learning experiences for students building-wide. All math teachers are implementing Imagine Math and Origo Fact Fluency kits to differentiate math instruction.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Admin, IS, teachers **Funding Sources:** Imagine Math - Title I - $7,000, Origo Fact Fluency Kits - ESSER III - $2,000	50%	75%	100%

Strategy 4 Details	Formative Reviews		

Strategy 4: Science: We will provide meaningful, hands-on investigations for students to engage them in their own learning. In addition, all science teachers will create an interactive word wall and anchor charts with their students to help build science vocabulary and deepen understanding of the concepts.
 	
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal
 	
    Funding Sources: Flocabulary - Title I - $2,000
	Formative		

	Nov	**Feb**	**May**
	50%	65%	90%

Strategy 5 Details	Formative Reviews		

Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: Blended Learning rotations to include independent time, partner time, and small group instruction. Partner teachers will rotate weekly.
 	
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	**Feb**	**May**
	50%	75%	100%

Strategy 6 Details	Formative Reviews		

Strategy 6: Well-Rounded Education : The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education:
 	
- provide professional development opportunities to improve staff effectiveness and student academic, social and emotional well-being
- Promote PBIS in all areas of our school (face-to-face and virtual) with support from behavior coach and the PBIS Rewards program
_SEL - Sanford Harmony lessons/activities, and other various resources
-Bring back a student council to promote student leadership and increase student voice
-Running Club to promote involvement and inclusivity
-Musical Productions will resume in the second semester
 	
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
 	
    Schoolwide and Targeted Assistance Title I Elements: 2.5
	Formative		

	Nov	**Feb**	**May**
	50%	75%	100%

Strategy 7 Details	Formative Reviews		

	Formative		

Strategy 7: Deepen understanding of and address specific academic needs of the (LEP and ED) student groups in an effort to address the needs of all students, particularly at-risk.

	Nov	Feb	May
Strategy's Expected Result/Impact: 1. Salaries -The Behavior Interventionist will assist in ensuring the social emotional needs of our students are met. The part-time reading teacher will assist in lowering the student to teacher ratio and support in meeting our students' goals in closing the gap in reading. Our paras will reduce the student/staff ratio and provide support in the classroom. 2. Temporary Workers -Temporary Workers will work with students performing interventions to assist in meeting or exceeding targets on the attached CIP target table. 3. Flocabulary, Imagine Math and BrainPop -Students will utilize Flocabulary, Imagine Math and Brain Pop as an additional intervention at school and at home to assist in meeting or exceeding instructional targets. 4. Paper and Laminate - Additional paper and laminate supplies will be purchased to assist in meeting the learning needs of students both on and off campus. 5. Books - Increase a variety of texts available for students to enrich and assist in meeting or exceeding instructional targets. **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** Salaries for Behavior Interventionist, Math Interventionist and Reading part-time - Title I - $193,000, Supplies: - Title I - Imagine Learning, Flocabulary, Paper - $30,000, BrainPOP - Title I - $3,000, Rolled over from 19-20, Temporary Workers - Reading and Math Interventions/Tutoring and ICS - Title I - $25,000	50%	60%	85%

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

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

Performance Objective 2: ESSER III: Throughout the 2021-22 school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

    Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Tutoring: Teachers and Interventionists will tutor 1-2 per week, outside of the school day.	Formative		
Strategy's Expected Result/Impact: Students attending the 2021-22 after school tutoring program will have an 80% increase in their DPMs. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	50%	65%	90%

Strategy 2 Details	Formative Reviews		
Strategy 2: Core content area interventionist (math)	Formative		
Strategy's Expected Result/Impact: By the end of the 2021-22 school year 100% of the students working with this interventionist will reach Approaches or higher on the STAAR test. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	50%	60%	85%

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

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

Performance Objective 3: State Compensatory Education (SCE): Throughout the 2021-22 school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide additional academic support to at-risk students by purchasing headphones for students with testing accomodations through LEP, RTI, 504 or Special Ed, since testing will be online for most students.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Meet or exceed STAAR targets on the attached data table **Staff Responsible for Monitoring:** Principal **Funding Sources:** Supplies and Extra Duty - Special Allotment: Compensatory Education - $3,305	0%	70%	95%

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

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

Performance Objective 1: Student Safety: By the end of the 2021-2022 school year, 100% of the district's safety policies will be implemented.
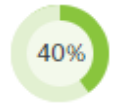
    Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Monthly trainings for staff on our safety policies and procedures, providing training materials to the teachers to teach our drills and protocols as well as modeling both with fidelity.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students and staff will comply with all safety procedures 100% of the time. **Staff Responsible for Monitoring:** Admin, Teachers, all staff	50%	70%	✖
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Conduct Emergency Operating Procedure (EOP) safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors, etc.) throughout the year.	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Admin	50%	70%	95%
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

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

Performance Objective 2: Student Attendance: By the end of the 2021-22 school year, student attendance will be at (97)%.

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Student Attendance: Every grading period, students with perfect attendance will receive PBIS Points.	**Formative**		
Strategy's Expected Result/Impact: Student attendance will remain at or exceed (97)%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Register, admin, teachers	30%	40%	50%
0% No Progress 100% Accomplished Continue/Modify ✗ Discontinue			

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

Performance Objective 3: Restorative Discipline: By the end of the 2021-22 school year, discipline referrals and exclusionary discipline actions will be decreased by (20)%.

    Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Restorative Discipline: All staff engages in LSCI and CPI verbal intervention training.	**Formative**		
Strategy's Expected Result/Impact: Discipline referrals will be decreased by 20%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Admin and Teachers	50%	75%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: In School Suspensions: Increase PBIS supports and in-class support for our students which would allow for early intervention.	**Formative**		
Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 50%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Admin and Teachers	50%	75%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Out of School Suspensions: Increase PBIS supports and in-class support for our students which would allow for early intervention.	**Formative**		
Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 5)%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Admin and Teachers	50%	75%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Special Opportunity School (SOS) Placements: Increase PBIS supports and in-class support for our students which would allow for early intervention.	**Formative**		
Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Admin and teachers	50%	75%	100%

Strategy 5 Details	Formative Reviews

Strategy 5 Details	Formative Reviews		
Strategy 5: Violence Prevention: All staff will engage in de-escalation strategy training and our TBSI team will continue to intervene early.	**Formative**		
Strategy's Expected Result/Impact: Violent Incidents will continue to be 0 incidents. **Staff Responsible for Monitoring:** Admin and teachers	**Nov**	**Feb**	**May**
	50%	75%	100%

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

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

Performance Objective 4: Coordinated Health Program: By the end of the 2021-22 school year, 100% of the Campus School Health Advisory Council (CSHAC) Campus Plan will be implemented.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: A Campus School Health Advisory Council (CSHAC) Campus Plan will be developed and implemented as written within the specified timelines.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Use of successful methods to ensure students participate in instruction and a variety of activities designed to enhance and encourage lifelong health fitness. **Staff Responsible for Monitoring:** CSHAC Team	50%	75%	100%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2021-22 school year, teacher/paraprofessional absences will decrease by 10%.

   Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Staff will continue to conference with admin about discretionary absences.	**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by (10)%.	**Nov**	**Feb**	**May**
	30%	50%	75%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2021-22 school year, 100% of teachers will receive job targeted professional development based on identified needs.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Campus-wide Book Study on Fundamental 5 (with a focus on Lesson Framing and Power Zone) and utilize teacher strengths to lead professional development based on content need.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Support our targeted goals in our CIP **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Recruit, support, retain teachers and principals	40%	60%	85%
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 1: By the end of the 2021-22 school year, parent and family engagement will increase by 50%.

> **Evaluation Data Sources:** Activity sign-in sheets/records

Strategy 1 Details	Formative Reviews		

Strategy 1: In order to increase involvement, we will have parents lead science demonstrations in each grade level 1-2 times per year. We will also utilize parents as volunteers at the 3rd and 5th grade Nature Trails. In addition, we will supply learn-at-home materials and activities (both online and hands-on) that students and families can learn together.
 	
    Strategy's Expected Result/Impact: Parent and family participation will increase by (50)% due to the campus offering flexible meeting dates and times.
    Staff Responsible for Monitoring: Teachers, Admin
 	
    Schoolwide and Targeted Assistance Title I Elements: 3.2 - **ESF Levers:** Lever 3: Positive School Culture
    Funding Sources: PAFE Supplies - Title I - $3,124
	Formative		

	Nov	Feb	May
	50%	70%	95%

Strategy 2 Details	Formative Reviews		

Strategy 2: Title I Campus:
 	
Parent and Family Engagement Policy: The campus jointly developed/amended the policy with parents and family members and distributed to all parents and family members within the school.
 	
This policy was made available in English and Spanish and other languages based on the Language Access Plan for Title I Campuses on the campus website as well as in the following location(s): Meadows of Cypress Creek apartments
    Strategy's Expected Result/Impact: 100% of parents and family members will have access to the Parent and Family Engagement Policy.
    Staff Responsible for Monitoring: Admin and Teachers
 	
    Schoolwide and Targeted Assistance Title I Elements: 3.1
	Formative		

	Nov	Feb	May
	50%	75%	100%

Strategy 3 Details	Formative Reviews		

Strategy 3: Title I Campus:
 	
Flexible Number of Parent Involvement Meetings: The campus offers a flexible number of parent and family engagement meetings. Curbside and Technology pickups, PTO meetings, Meet the teacher zoom meetings, Parent Night zoom meetings and parent conferences are offered during school and evenings.
    Strategy's Expected Result/Impact: Parent and family participation will increase by (50)% due to the campus offering flexible meeting dates and times.
 	
    Schoolwide and Targeted Assistance Title I Elements: 3.2
	Formative		

	Nov	**Feb**	**May**
	50%	75%	100%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

State Compensatory

Budget for Millsap Elementary School

Total SCE Funds:
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

Personnel for Millsap Elementary School

Name	Position	FTE
1 position	Core Content Area Interventionist	1
1 position	Teacher	1
3 positions	Reaching Enrichment/SGRI Teacher	1

Title I Personnel

Name	Position	Program	FTE
Staff	Behavior Interventionist	Discipline	1
Staff	5th Grade Teacher	Class Size Reduction	.5
Staff	Paraprofessional	Classroom Aide	1

Campus Funding Summary

ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Origo Fact Fluency Kits		$2,000.00
				Sub-Total	$2,000.00
Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Imagine Math		$7,000.00
1	1	4	Flocabulary		$2,000.00
1	1	7	Rolled over from 19-20, Temporary Workers - Reading and Math Interventions/Tutoring and ICS		$25,000.00
1	1	7	Supplies:	Imagine Learning, Flocabulary, Paper	$30,000.00
1	1	7	Salaries for Behavior Interventionist, Math Interventionist and Reading part-time		$193,000.00
1	1	7	BrainPOP		$3,000.00
4	1	1	PAFE Supplies		$3,124.00
				Sub-Total	$263,124.00
Special Allotment: Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Supplies and Extra Duty		$3,305.00
				Sub-Total	$3,305.00

Addendums

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

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Math	3	Millsap	All	120	82	68%	80%	12%	134	93	69%
Math	3	Millsap	Hispanic	57	40	70%	80%	10%	63	40	63%
Math	3	Millsap	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Millsap	Asian	7	3	43%	70%	27%	6	5	83%
Math	3	Millsap	African Am.	14	8	57%	70%	13%	16	8	50%
Math	3	Millsap	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Millsap	White	38	27	71%	81%	10%	45	38	84%
Math	3	Millsap	Two or More	*	*	*	*	*	*	*	*
Math	3	Millsap	Eco. Dis.	66	40	61%	71%	10%	85	53	62%
Math	3	Millsap	LEP Current	16	12	75%	85%	10%	24	12	50%
Math	3	Millsap	At-Risk	50	30	60%	70%	10%	87	54	62%
Math	3	Millsap	SPED	10	4	40%	70%	30%	24	10	42%
Math	4	Millsap	All	124	72	58%	70%	12%	136	86	63%
Math	4	Millsap	Hispanic	51	26	51%	70%	19%	66	39	59%
Math	4	Millsap	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Millsap	Asian	*	*	*	*	*	5	3	60%
Math	4	Millsap	African Am.	15	3	20%	70%	50%	18	11	61%
Math	4	Millsap	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Millsap	White	51	39	76%	86%	10%	42	30	71%
Math	4	Millsap	Two or More	*	*	*	*	*	*	*	*
Math	4	Millsap	Eco. Dis.	72	34	47%	70%	23%	83	42	51%
Math	4	Millsap	LEP Current	17	6	35%	70%	35%	22	7	32%
Math	4	Millsap	At-Risk	39	17	44%	70%	26%	82	39	48%
Math	4	Millsap	SPED	17	4	24%	70%	46%	10	2	20%
Math	5	Millsap	All	122	91	75%	85%	10%	147	121	82%
Math	5	Millsap	Hispanic	60	45	75%	85%	10%	60	45	75%
Math	5	Millsap	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Millsap	Asian	6	5	83%	90%	7%	*	*	*
Math	5	Millsap	African Am.	14	6	43%	70%	27%	19	13	68%
Math	5	Millsap	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Millsap	White	41	34	83%	90%	7%	60	58	97%
Math	5	Millsap	Two or More	*	*	*	*	*	*	*	*
Math	5	Millsap	Eco. Dis.	71	49	69%	80%	11%	85	62	73%
Math	5	Millsap	LEP Current	18	10	56%	70%	14%	20	11	55%
Math	5	Millsap	At-Risk	67	41	61%	71%	10%	95	71	75%
Math	5	Millsap	SPED	10	5	50%	70%	20%	12	5	42%

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

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Reading	3	Millsap	All	119	94	79%	90%	11%	134	112	84%
Reading	3	Millsap	Hispanic	56	45	80%	90%	10%	63	48	76%
Reading	3	Millsap	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Millsap	Asian	7	5	71%	81%	10%	6	6	100%
Reading	3	Millsap	African Am.	14	11	79%	90%	11%	16	11	69%
Reading	3	Millsap	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Millsap	White	38	30	79%	90%	11%	45	43	96%
Reading	3	Millsap	Two or More	*	*	*	*	*	*	*	*
Reading	3	Millsap	Eco. Dis.	66	50	76%	86%	10%	85	65	76%
Reading	3	Millsap	LEP Current	16	12	75%	85%	10%	24	17	71%
Reading	3	Millsap	At-Risk	49	33	67%	80%	13%	87	70	80%
Reading	3	Millsap	SPED	10	5	50%	70%	20%	24	13	54%
Reading	4	Millsap	All	124	89	72%	82%	10%	136	110	81%
Reading	4	Millsap	Hispanic	51	33	65%	80%	15%	66	56	85%
Reading	4	Millsap	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Millsap	Asian	*	*	*	*	*	5	3	60%
Reading	4	Millsap	African Am.	15	7	47%	70%	23%	18	11	61%
Reading	4	Millsap	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Millsap	White	51	44	86%	90%	4%	42	36	86%
Reading	4	Millsap	Two or More	*	*	*	*	*	*	*	*
Reading	4	Millsap	Eco. Dis.	72	45	63%	73%	10%	83	64	77%
Reading	4	Millsap	LEP Current	17	8	47%	70%	23%	22	16	73%
Reading	4	Millsap	At-Risk	39	23	59%	70%	11%	82	61	74%
Reading	4	Millsap	SPED	17	5	29%	70%	41%	10	3	30%
Reading	5	Millsap	All	122	101	83%	90%	7%	146	128	88%
Reading	5	Millsap	Hispanic	60	50	83%	90%	7%	59	45	76%
Reading	5	Millsap	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Millsap	Asian	6	4	67%	80%	13%	*	*	*
Reading	5	Millsap	African Am.	14	11	79%	90%	11%	19	18	95%
Reading	5	Millsap	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Millsap	White	41	35	85%	90%	5%	60	58	97%
Reading	5	Millsap	Two or More	*	*	*	*	*	*	*	*
Reading	5	Millsap	Eco. Dis.	71	57	80%	90%	10%	84	68	81%
Reading	5	Millsap	LEP Current	18	9	50%	70%	20%	20	11	55%
Reading	5	Millsap	At-Risk	67	50	75%	85%	10%	94	77	82%
Reading	5	Millsap	SPED	10	5	50%	70%	20%	11	6	55%

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

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Approaches		2022 Approaches Incremental Growth Target	% Growth Needed	Tested 2022	2022 Approaches	
					#	%				#	%
Science	5	Millsap	All	122	82	67%	77%	10%	147	118	80%
Science	5	Millsap	Hispanic	60	39	65%	75%	10%	60	43	72%
Science	5	Millsap	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Millsap	Asian	6	5	83%	90%	7%	*	*	*
Science	5	Millsap	African Am.	14	7	50%	70%	20%	19	15	79%
Science	5	Millsap	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Millsap	White	41	30	73%	83%	10%	60	55	92%
Science	5	Millsap	Two or More	*	*	*	*	*	*	*	*
Science	5	Millsap	Eco. Dis.	71	42	59%	70%	11%	85	62	73%
Science	5	Millsap	LEP Current	18	8	44%	70%	26%	20	9	45%
Science	5	Millsap	At-Risk	67	35	52%	70%	18%	95	68	72%
Science	5	Millsap	SPED	9	2	22%	70%	48%	12	3	25%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Meets CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Math	4	Millsap	All	124	43	35%	45%	10%	136	45	33%
Math	4	Millsap	Hispanic	51	13	25%	35%	10%	66	19	29%
Math	4	Millsap	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Millsap	Asian	*	*	*	*	*	5	3	60%
Math	4	Millsap	African Am.	15	2	13%	23%	10%	18	5	28%
Math	4	Millsap	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Millsap	White	51	25	49%	59%	10%	42	15	36%
Math	4	Millsap	Two or More	*	*	*	*	*	*	*	*
Math	4	Millsap	Eco. Dis.	72	17	24%	34%	10%	83	16	19%
Math	4	Millsap	LEP Current	17	3	18%	28%	10%	22	1	5%
Math	4	Millsap	At-Risk	39	11	28%	38%	10%	82	13	16%
Math	4	Millsap	SPED	17	2	12%	22%	10%	10	0	0%
Math	5	Millsap	All	122	58	48%	58%	10%	147	82	56%
Math	5	Millsap	Hispanic	60	27	45%	55%	10%	60	28	47%
Math	5	Millsap	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Millsap	Asian	6	5	83%	93%	10%	*	*	*
Math	5	Millsap	African Am.	14	2	14%	24%	10%	19	8	42%
Math	5	Millsap	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Millsap	White	41	23	56%	66%	10%	60	42	70%
Math	5	Millsap	Two or More	*	*	*	*	*	*	*	*
Math	5	Millsap	Eco. Dis.	71	27	38%	48%	10%	85	38	45%
Math	5	Millsap	LEP Current	18	6	33%	43%	10%	20	3	15%
Math	5	Millsap	At-Risk	67	26	39%	49%	10%	95	39	41%
Math	5	Millsap	SPED	10	2	20%	30%	10%	12	2	17%
Reading	4	Millsap	All	124	62	50%	60%	10%	136	85	63%
Reading	4	Millsap	Hispanic	51	22	43%	53%	10%	66	46	70%
Reading	4	Millsap	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Millsap	Asian	*	*	*	*	*	5	2	40%
Reading	4	Millsap	African Am.	15	5	33%	43%	10%	18	8	44%
Reading	4	Millsap	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Millsap	White	51	32	63%	73%	10%	42	27	64%
Reading	4	Millsap	Two or More	*	*	*	*	*	*	*	*
Reading	4	Millsap	Eco. Dis.	72	30	42%	52%	10%	83	47	57%
Reading	4	Millsap	LEP Current	17	4	24%	34%	10%	22	11	50%
Reading	4	Millsap	At-Risk	39	13	33%	43%	10%	82	41	50%
Reading	4	Millsap	SPED	17	3	18%	28%	10%	10	2	20%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Meets CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Meets		2022 Meets Incremental Growth Target	% Growth Needed	Tested 2022	2022 Meets	
					#	%				#	%
Reading	5	Millsap	All	122	65	53%	63%	10%	146	103	71%
Reading	5	Millsap	Hispanic	60	30	50%	60%	10%	59	35	59%
Reading	5	Millsap	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Millsap	Asian	6	4	67%	77%	10%	*	*	*
Reading	5	Millsap	African Am.	14	6	43%	53%	10%	19	15	79%
Reading	5	Millsap	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Millsap	White	41	24	59%	69%	10%	60	49	82%
Reading	5	Millsap	Two or More	*	*	*	*	*	*	*	*
Reading	5	Millsap	Eco. Dis.	71	31	44%	54%	10%	84	55	65%
Reading	5	Millsap	LEP Current	18	5	28%	38%	10%	20	6	30%
Reading	5	Millsap	At-Risk	67	28	42%	52%	10%	94	56	60%
Reading	5	Millsap	SPED	10	4	40%	50%	10%	11	3	27%
Science	5	Millsap	All	122	42	34%	44%	10%	147	82	56%
Science	5	Millsap	Hispanic	60	20	33%	43%	10%	60	25	42%
Science	5	Millsap	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Millsap	Asian	6	2	33%	43%	10%	*	*	*
Science	5	Millsap	African Am.	14	2	14%	24%	10%	19	10	53%
Science	5	Millsap	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Millsap	White	41	18	44%	24%	-20%	60	43	72%
Science	5	Millsap	Two or More	*	*	*	*	*	*	*	*
Science	5	Millsap	Eco. Dis.	71	18	25%	35%	10%	85	39	46%
Science	5	Millsap	LEP Current	18	3	17%	27%	10%	20	5	25%
Science	5	Millsap	At-Risk	67	15	22%	32%	10%	95	38	40%
Science	5	Millsap	SPED	9	1	11%	21%	10%	12	1	8%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Math	3	Millsap	All	120	17	14%	24%	10%	134	29	22%
Math	3	Millsap	Hispanic	57	9	16%	26%	10%	63	12	19%
Math	3	Millsap	Am. Indian	*	*	*	*	*	*	*	*
Math	3	Millsap	Asian	7	2	29%	39%	10%	6	2	33%
Math	3	Millsap	African Am.	14	1	7%	17%	10%	16	1	6%
Math	3	Millsap	Pac. Islander	*	*	*	*	*	*	*	*
Math	3	Millsap	White	38	4	11%	21%	10%	45	13	29%
Math	3	Millsap	Two or More	*	*	*	*	*	*	*	*
Math	3	Millsap	Eco. Dis.	66	7	11%	21%	10%	85	11	13%
Math	3	Millsap	LEP Current	16	3	19%	29%	10%	24	2	8%
Math	3	Millsap	At-Risk	50	5	10%	20%	10%	87	10	11%
Math	3	Millsap	SPED	10	0	0%	10%	10%	24	3	13%
Math	4	Millsap	All	124	25	20%	30%	10%	136	19	14%
Math	4	Millsap	Hispanic	51	9	18%	28%	10%	66	9	14%
Math	4	Millsap	Am. Indian	*	*	*	*	*	*	*	*
Math	4	Millsap	Asian	*	*	*	*	*	5	1	20%
Math	4	Millsap	African Am.	15	2	13%	23%	10%	18	3	17%
Math	4	Millsap	Pac. Islander	*	*	*	*	*	*	*	*
Math	4	Millsap	White	51	12	24%	34%	10%	42	6	14%
Math	4	Millsap	Two or More	*	*	*	*	*	*	*	*
Math	4	Millsap	Eco. Dis.	72	10	14%	24%	10%	83	7	8%
Math	4	Millsap	LEP Current	17	1	6%	16%	10%	22	1	5%
Math	4	Millsap	At-Risk	39	5	13%	23%	10%	82	5	6%
Math	4	Millsap	SPED	17	0	0%	10%	10%	10	0	0%
Math	5	Millsap	All	122	31	25%	35%	10%	147	43	29%
Math	5	Millsap	Hispanic	60	13	22%	32%	10%	60	14	23%
Math	5	Millsap	Am. Indian	*	*	*	*	*	*	*	*
Math	5	Millsap	Asian	6	3	50%	60%	10%	*	*	*
Math	5	Millsap	African Am.	14	2	14%	24%	10%	19	2	11%
Math	5	Millsap	Pac. Islander	*	*	*	*	*	*	*	*
Math	5	Millsap	White	41	13	32%	42%	10%	60	24	40%
Math	5	Millsap	Two or More	*	*	*	*	*	*	*	*
Math	5	Millsap	Eco. Dis.	71	14	20%	30%	10%	85	20	24%
Math	5	Millsap	LEP Current	18	4	22%	32%	10%	20	1	5%
Math	5	Millsap	At-Risk	67	12	18%	28%	10%	95	18	19%
Math	5	Millsap	SPED	10	2	20%	30%	10%	12	0	0%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Masters CIP Targets

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Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Reading	3	Millsap	All	119	25	21%	31%	10%	134	48	36%
Reading	3	Millsap	Hispanic	56	10	18%	28%	10%	63	18	29%
Reading	3	Millsap	Am. Indian	*	*	*	*	*	*	*	*
Reading	3	Millsap	Asian	7	2	29%	39%	10%	6	0	0%
Reading	3	Millsap	African Am.	14	2	14%	24%	10%	16	5	31%
Reading	3	Millsap	Pac. Islander	*	*	*	*	*	*	*	*
Reading	3	Millsap	White	38	9	24%	34%	10%	45	23	51%
Reading	3	Millsap	Two or More	*	*	*	*	*	*	*	*
Reading	3	Millsap	Eco. Dis.	66	9	14%	24%	10%	85	26	31%
Reading	3	Millsap	LEP Current	16	3	19%	29%	10%	24	3	13%
Reading	3	Millsap	At-Risk	49	6	12%	22%	10%	87	19	22%
Reading	3	Millsap	SPED	10	2	20%	30%	10%	24	3	13%
Reading	4	Millsap	All	124	28	23%	33%	10%	136	45	33%
Reading	4	Millsap	Hispanic	51	8	16%	26%	10%	66	24	36%
Reading	4	Millsap	Am. Indian	*	*	*	*	*	*	*	*
Reading	4	Millsap	Asian	*	*	*	*	*	5	1	20%
Reading	4	Millsap	African Am.	15	2	13%	23%	10%	18	5	28%
Reading	4	Millsap	Pac. Islander	*	*	*	*	*	*	*	*
Reading	4	Millsap	White	51	16	31%	41%	10%	42	13	31%
Reading	4	Millsap	Two or More	*	*	*	*	*	*	*	*
Reading	4	Millsap	Eco. Dis.	72	12	17%	27%	10%	83	20	24%
Reading	4	Millsap	LEP Current	17	3	18%	28%	10%	22	7	32%
Reading	4	Millsap	At-Risk	39	5	13%	23%	10%	82	20	24%
Reading	4	Millsap	SPED	17	1	6%	16%	10%	10	0	0%
Reading	5	Millsap	All	122	45	37%	47%	10%	146	66	45%
Reading	5	Millsap	Hispanic	60	21	35%	45%	10%	59	23	39%
Reading	5	Millsap	Am. Indian	*	*	*	*	*	*	*	*
Reading	5	Millsap	Asian	6	4	67%	77%	10%	*	*	*
Reading	5	Millsap	African Am.	14	4	29%	39%	10%	19	8	42%
Reading	5	Millsap	Pac. Islander	*	*	*	*	*	*	*	*
Reading	5	Millsap	White	41	15	37%	47%	10%	60	33	55%
Reading	5	Millsap	Two or More	*	*	*	*	*	*	*	*
Reading	5	Millsap	Eco. Dis.	71	22	31%	41%	10%	84	37	44%
Reading	5	Millsap	LEP Current	18	2	11%	21%	10%	20	5	25%
Reading	5	Millsap	At-Risk	67	19	28%	38%	10%	94	33	35%
Reading	5	Millsap	SPED	10	2	20%	30%	10%	11	1	9%

Cypress-Fairbanks Independent School District
Department of District Improvement and Accountability
2021-22 Masters CIP Targets

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

Content	Grade	Campus	Student Group	Tested 2021	2021 Masters		2022 Masters Incremental Growth Target	% Growth Needed	Tested 2022	2022 Masters	
					#	%				#	%
Science	5	Millsap	All	122	17	14%	24%	10%	147	30	20%
Science	5	Millsap	Hispanic	60	4	7%	17%	10%	60	8	13%
Science	5	Millsap	Am. Indian	*	*	*	*	*	*	*	*
Science	5	Millsap	Asian	6	1	17%	27%	10%	*	*	*
Science	5	Millsap	African Am.	14	1	7%	17%	10%	19	3	16%
Science	5	Millsap	Pac. Islander	*	*	*	*	*	*	*	*
Science	5	Millsap	White	41	11	27%	37%	10%	60	17	28%
Science	5	Millsap	Two or More	*	*	*	*	*	*	*	*
Science	5	Millsap	Eco. Dis.	71	5	7%	17%	10%	85	14	16%
Science	5	Millsap	LEP Current	18	0	0%	10%	10%	20	1	5%
Science	5	Millsap	At-Risk	67	3	4%	14%	10%	95	10	11%
Science	5	Millsap	SPED	9	1	11%	21%	10%	12	0	0%

Millsap

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 49% to 59% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
49%	51%	53%	56%	59%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		45%	56%						38%		50%	52%	38%
2022	NA	47%	58%	NA	NA	NA	NA	NA	40%	NA	52%	54%	40%
2023	NA	49%	60%	NA	NA	NA	NA	NA	42%	NA	54%	56%	42%
2024	NA	52%	63%	NA	NA	NA	NA	NA	45%	NA	57%	59%	45%
2025	NA	55%	66%	NA	NA	NA	NA	NA	48%	NA	60%	62%	48%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 50% to 60% by June 2025.

Yearly Target Goals

2021	2022	2023	2024	2025
50%	52%	54%	57%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021		41%	63%						41%		40%	51%	46%
2022	NA	43%	65%	NA	NA	NA	NA	NA	43%	NA	42%	53%	48%
2023	NA	45%	67%	NA	NA	NA	NA	NA	45%	NA	44%	55%	50%
2024	NA	48%	70%	NA	NA	NA	NA	NA	48%	NA	47%	58%	53%
2025	NA	51%	73%	NA	NA	NA	NA	NA	51%	NA	50%	61%	56%

CYPRESS-FAIRBANKS ISD
Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional "standard operating procedures."

Curriculum and Instruction
- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students' needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
  - use technology (including but is not limited to online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
  - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
  - develop academic language proficiency through speaking, reading, writing, and listening;
  - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
  - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master's Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring
- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
  - review of lesson plans;
  - participation in team planning by administrators;
  - participation in data review/data dig sessions; and
  - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis
- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

Updated July 2020 / HB

Elementary Content Area
Standard Expectations

Literacy (Reading and Writing)
- Maximize instructional time by developing, posting, and consistently following a balanced literacy schedule that contains all components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Utilize reading and writing workshop strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in mini-lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice from among varied genres and reading levels during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use the *Continuum of Literacy Learning* and District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and reading and writing workshop.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
    - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
    - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
    - Communicate and share conclusions using digital tools such as Google Suite, Flipgrid, WeVideo etc.
    - Incorporate the use of digital tools such as:
        - Google Suite
        - Scholastic Literacy Pro
        - Scholastic Storyworks (2nd-5th)
        - Amplify Reading
        - Amira Suite
        - HMH Suite
        - Library Resources
        - Schoology
    - Incorporate the use of technology inside the Language Arts classroom when it is the most effective and developmentally appropriate tool for the task being asked of the student
    - Utilized only after explicit and systematic instruction of literacy processes has occurred and not in place of first instruction

Mathematics
- Model and expect students to use a problem-solving process.
- Post and use classroom-created anchor charts in math classrooms.
- Facilitate fact fluency/numeracy for 10-15 minutes daily during math instruction to develop automaticity. This can be accomplished using Number Talks, Math Talks, CFISD Fact Fluency Plan, and other content conversation routines.
    - "Procedural fluency refers to knowledge of procedures, knowledge or when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
    - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
    - Use the rule of thumb of a weekly average use of the following:
        - 55% paper resource, 35% digital resource, 10% flex
    - Use Chromebook devices to engage in digital creation and collaboration
    - Incorporate the use of digital tools such as ST Math, Gizmos, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
    - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
    - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.
    - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

Science
Teachers will develop science-literate students by creating learning opportunities using the 5E Instructional Model (grades 2-5) that engage students in scientific practices that require them to
- Ask questions, identify problems, plan and conduct classroom and field investigations to answer questions according to grade-level TEKS expectations (K-1 = 80% of the time, 2nd-3rd = 60% of the time, 4th-5th = 50% of the time).
- Use a science notebook (grades 2-5) to collect and organize data in simple graphs, tables, maps, and charts.
- Analyze data using math to derive meaning, identify patterns, and discover relationships.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and vocabulary.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and scientific writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in face-to-face and digital collaboration;
  - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
  - Explore simulations (e.g. Explore Learning Gizmos, Interactive textbook, etc.);
  - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc;
  - Communicate and share conclusions using digital tools such as; Google Suite, Flipgrid, WeVideo etc.

Elementary Physical Education/Health (K-5)
- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize the resources available to teachers including the CFISD Elementary PE Required Skills Units; Focused Fitness resources (digital); SPARK (digital); CATCH materials; and, Health Curriculum Videos.
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K- 5)
- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom rhythm and Orff instruments
- Create lessons and utilize activities that develop understanding of the elements of music such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize the resources available to teachers, including the CFISD adopted instructional materials, CFISD Scope and Sequence and CFISD Curriculum Standards
- Use 1:1 technology as a resource for self-exploration of topics and careers in music
- Encourage students to connect learning in music with other areas of knowledge such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

Visual Arts (K–5)
- Model and teach artistic thinking – which means prompting curiosity and asking questions to develop ideas.
- Create open-ended lessons encouraging the voice and experiences of students through creative approaches and unique solutions.
- Introduce a variety of processes/media to demonstrate skills and techniques (not solutions).
- Explore careers associated with visual culture.
- Reflect on teaching practices to enhance professional development.
- Utilize the resources available to teachers including the CFISD adopted instructional materials, 1:1 technology, CFISD Benchmarks and CFISD Curriculum Standards.
- Encourage excellence by providing multiple opportunities for the students to compete in various settings including the Houston Rodeo School Art Contest, and the Texas Elementary Art Meet (TEAM contest).
- Participate in activities and events that promote school and community involvement, such as campus and districtwide art exhibits.