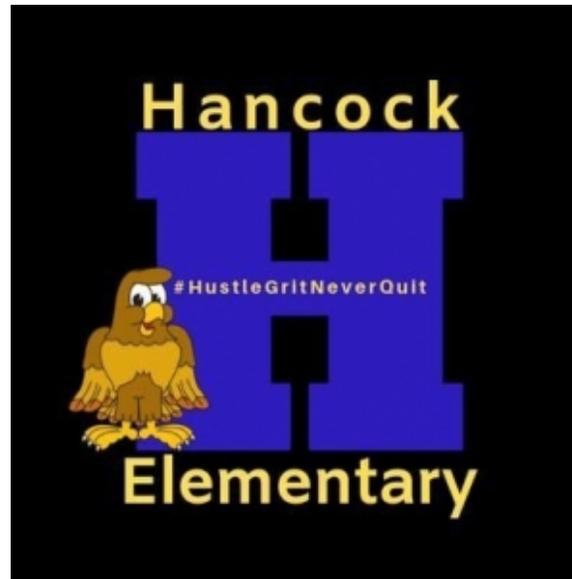


Cypress-Fairbanks Independent School District

Hancock Elementary School

2022-2023

Accountability Rating: C



Mission Statement

Cypress-Fairbanks Independent School District's Mission Statement

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global leaders.

Hancock Elementary's Mission Statement

Hancock Elementary upholds the highest standards in teaching and learning by creating a student-centered approach that fosters engaged learning, embraces diversity, extends interest and choice while being a gateway to the future of our students educational goals.

Vision

Hancock Elementary will be a leading educational campus for children that advances knowledge, explores creativity, and provides opportunities for an encouraging campus environment while promoting academic excellence and innovative thinking. Our core values support the whole child including support with:

Academics

Safety

Physical Needs

Social/Emotional Regulation

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title I, Part A Schoolwide Program Element 1: Comprehensive Needs Assessment: The campus conducted a comprehensive needs assessment of the entire school that considered information on the academic achievement of students 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 as determined by the local education agency.

The campus used the following process to conduct the comprehensive needs assessment: Hancock reviewed the local data from the previous year before the emergency closure due to COVID and after. Our team also reviewed the previous STAAR data and campus data to meet and discuss our strengths and areas needed for growth. In determining the direction our campus would move forward, we created our problem statements and ideas for strategies. We discussed and reviewed our performance objectives from the previous year to consider adjustments or to keep the strategies.

The comprehensive needs assessment was reviewed and/or revised on the following dates: at the beginning of the current school year and on September 13, 2022 during our CPOC meeting and our Public Hearing.

In summary, the comprehensive needs assessment denotes the following: After completing the comprehensive needs assessment we determined that we needed to continue to focus on providing learning opportunities for our children that focus on supportive professional relationships, relevant learning opportunities to develop higher levels of engagement and retention of new learning, and rigorous learning experiences that support the development of problem-solving skills and creative thinking. By working through our goals and strategies, we will work to meet the needs of each individual student.

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

Title I, Part A Schoolwide Program Element 2: Schoolwide Program Plan/Campus Improvement Plan: The campus improvement plan was developed with the 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. In Cypress-Fairbanks ISD, the committee that develops and evaluates the CIP is called the Campus Performance Objective Committee (CPOC). The list of committee members and their roles are included at the back of the Campus Improvement Plan.

The Campus Performance Objective Council (CPOC) met on May 22, 2022, and September 13, 2022, to develop the CNA and the strategies. Those meetings were held in the Library at Hancock Elementary School 13801 Schroeder Road Houston, Texas 7707 starting at 4:00 pm. Documentation of the process includes meeting minutes, PowerPoint and/or supporting documents, and sign-in sheets. The list of stakeholders involved (including their roles) is included at the back of the Campus Improvement Plan.

During the meetings, we: discussed our needs for the 2021-2022 school year and our hopes for improvement for the following year. The CPOC committee used campus data to discuss and create plans for improvement. We constructed a skeleton of the Campus Needs Assessment. Data from the STAAR test will be reviewed and used to update the Campus Needs Assessment for the 22-23 school year. We created a wish list of instructional materials to support our goals and established our purpose for the upcoming year. Strategies were determined based on strengths and on creating new plans for improvement.

Based on feedback from the committee, the campus has the following priorities for the current school year: We will improve the reading ability of our learners taking into consideration the mobility of the learners and the learning gaps that have been created. The strategy will be to have a diagnostic tool to evaluate and obtain a current level for the

children and give the teachers a baseline of where to begin. As a campus with consistent turnover, we will evaluate the need to build capacity in new teachers. We will provide constant Professional Development opportunities and training weekly. Our coaching cycle will become more solidified in working with our teachers.

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.

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 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 into a language accessible to their community based on 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, and the front office

Title I, Part A Schoolwide Program Element 3: Annual Evaluation of the Schoolwide Program Plan

The third required element of a Title I Schoolwide Program is annually evaluating the schoolwide plan, using data from the State's assessment, or other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students.

The annual evaluation will occur during CPOC meetings in May using currently available data. Then the evaluation will be reviewed in August in light of STAAR data becoming available in the summer and any needed adjustments will be made at that time.

Student Achievement

Student Achievement Summary

Teacher capacity needs to be built through professional development and planning in math.

Students need to know their math facts.

There is a need for more modeling of mathematical reasoning for students. In ELAR we need to build teacher capacity through planning and professional development. There is a need to have an increase of our writing percentages with cross-curriculum.

We need to increase student interest in reading by bringing in authors, doing author studies, and book tastings in the classroom.

In science, we need to implement literacy into Science through read-alouds and writing. Increasing teacher capacity through prof. Increasing student engagement with hands on investigations and experiment

Student Achievement Strengths

- Our final EOY Math DPM scores for our First Graders! We had an overall **90%** passing rate, we trailed the district by 1%.
- Kindergarten Math is 86% passing in reading, AA at 83%, Eco. Dis 85%
- Kindergarten Map Growth- was at **+8% from MOY, +17% from BOY**

MATH

- EOY Math DPM – PK, K, 1 above 80%

- Circle Test Math Data – PK 83%
- 20% Improvement 2nd DP
- **Science**
- 1.EOY DPM 2nd, 3rd
- 2.More Hands on PreK-5
- 3. MAP 5th 10% improvement
- **Behavior**
- Language better campus wide
- 2. Out of School Suspension less than 20%
- 3. Students are getting better at regulating emotions and verbally communicate their feelings
- **Special Ed**
- 1.Exited 9 students
- 2. Only 3 DNQ's so the cases were valid
- 3. Teachers are doing a good job identifying the needs of the student.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Reading scores for several of our populations are of concern and not showing the growth expected. **Root Cause:** RLA: There is a lack of knowledge in terms of conducting running records consistently among the ELA teachers along with content capacity in order to transfer the monitoring to practice.

Problem Statement 2: Math: Math scores are declining in several sub-populations. **Root Cause:** Math: There is a lack of teacher training for an intervention program for Math.

Problem Statement 3: Science: Science scores are not increasing and we still need strategies to deepen learning. **Root Cause:** Science: We need to include more rigor and questioning strategies to take the learning further for the students. during hands-on labs and experiments.

Problem Statement 4: Students are beginning the 2022-23 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

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

School Culture and Climate

School Culture and Climate Summary

Surveys (students)

Values

Beliefs

Equity-Opportunity and Equal Access

School Culture and Climate Strengths

Hancock Elementary has made strides in the following areas:

Discipline Data

Discipline data decreased due to numerous strategies and efforts for students including:

- Restorative Practices: staff trained and introduced to the children
- Guidance lessons along with PBIS lessons will teach replacement behaviors in a situation.

Safety Practices

- All drills were practiced and opportunities for reteaching were made available.
- Practice sessions with the children and staff.
- All incident reports were completed and monitored
- A Safety Audit of the campus was performed and passed
- Cy- Fair Sam was explained to students and practiced
- The PBIS matrix was recreated in order to include safety steps for students
- Crossing the Lines training was introduced and explained

Campus unity

- Campus motto was introduced: #hustlegritneverquit
- Intentional practices were put in place to honor and recognize staff and students regularly on the campus for example positive office referrals/birthday books/spirit sticks/You Make A Difference Award
- Planned celebrations for student achievement and behavior: SHOWTIME!
- Purposeful and positive posting about our campus on social media

As a Positive Behavior Intervention and Supports (PBIS) campus, it is our goal to create a safe learning environment where all students are Safe, On-Task, Accountable, and Respectful or S.O.A.R. This is our fifth year as a PBIS Level 2 campus, where we focus on students that need tier 1 and tier 2 supports.

Hancock continues to follow district procedures that assist in ensuring campus safety.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Pressure is affecting the younger students in more explosive ways. **Root Cause:** School Culture and Climate: The expectations are higher and training is not given regularly for parents and staff on how to handle the new behaviors and meet the needs of the children.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Staff Quality

- Regular meetings with their PLC committee for cross curricular discussions
- Vertical Alignment meetings
- Analyzing student work
- Analyzing data with discussions and plans for improvement
- Professional Development planned and attended in order to grow our craft

Staff Recruitment and Retention

- Attending Job Fair and analyzing resumes/references, certifications
- Intentional placement of staff on the campus
- Growing leaders from the campus

Teacher Attendance

- Conversations moved towards being on campus intrinsically vs. earning a treat
- Team lunches for whole team attendance
- Purposeful planning on the part of the staff for days missed
- Teachers began to respect each other having to split their class vs. being absent due to a shortage of substitutes

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Teachers and paraprofessionals are taking more absences than in the past. **Root Cause:** Teacher/Paraprofessional Attendance: Teachers and paraprofessionals are needing more mental health days due to the pressures of explosive behaviors of students that they work with on a daily basis.

Parent and Community Engagement

Parent and Community Engagement Strengths

Hancock works very hard to get our stakeholders to feel a part of our community in terms of celebrating our successes as well as learning how to help the children.

We hosted several events that included opportunities for families to come to Hancock with their children. We had sign-in sheets available for each of the evenings to help us gauge the turnout we received and to give us feedback.

For example:

- Meet the Teacher
- Curriculum Night
- Title 1 Meeting
- Coffee and Conversations with the Principal
- Book Character Parade
- Parent/Teacher Conferences
- Turkey-tacular
- STAAR Night
- Campus parties, etc.
- Other Related Events

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Hancock family attendance is not consistent. **Root Cause:** Parent and Community Engagement: The lack of communication with the events in a timely manner and how the information is disseminated.

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 2023, 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		
<p>Strategy 1: RLA: All staff will be involved in meetings about student performance and data analysis to create targeted goals, with a focus on our special education population. During data digs, teachers will use data analysis to deepen targeting not cause and clearing up misconceptions.</p> <p>We will increase motivation for reading across the campus by providing students with authentic texts in both classroom and school-wide libraries and offer struggling readers additional interventions and support.</p> <p>We have provided Share Sessions on campus to build our capacity in running records and how to read correctly.</p> <p>We have purchased Scholastic Subscriptions for grades K-5 to be used to enhance reading and interest while improving the conversations and TEKS rigor.</p> <p>Extended Planning for Reading Teachers</p> <p>Thursday Capacity training</p> <p>Phonemic Awareness training and consistent use of Heggerty Reading Interventions in the classroom</p> <p>Expansion and accessibility to digital library and resources</p> <p>After school tutoring</p> <p>Voyager program being used during interventions</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, & Instructional Specialists along with the Title 1 Specialist</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: We will enhance small-group math instruction or individual student support.</p> <p>--We purchased supplies in order to reinforce instruction in the classroom. --We are working with grades K-5 to build teacher capacity in teaching math strategies.</p> <p>We are using a consultant for logistical needs for Hawk Time. We have included time during Hawk Time to focus on reteaching and small group sessions.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal/AP's and Instructional Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: We will enhance rigor by providing small group instruction and hands-on learning experiences within our campus Science Lab.</p> <p>During planning, focus will be intentional on improving rigor and questioning techniques in order for students to increase their science knowledge.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal/AP's and Instructional Specialist</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principals</p>	Formative		
	Nov	Feb	May
	N/A		
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: reteaching focused learning for children to fill in the gaps caused during COVID or naturally. The interventionists will work throughout the day during Hawk Time. The Instructional Specialists will review data and growth and determine the needs that the interventionists will work on with the children. All children will have an opportunity to work in small groups during Hawk time. We will discuss individual children every Monday to make educational decisions for the students. We have established 60 minutes every day to incorporate the relevant time and to allow for both major content areas.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal, AP's, Instructional Specialists, and Interventionists</p>	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: A Social/Emotional Lab has been incorporated at Hancock to help with behaviors that do not necessarily discipline worthy but for children in need of social skills and calming methods in order to get back to class and teach replacement behaviors for success. Hawk Time is established to include reteach and enrichment time planned into the day to meet the needs of all children in their journey. Restorative practices and PBIS strategies have been built into Hawk Time on Mondays to help teach children how to handle different situations. Sanford Harmony is being used as a curriculum to teach Restorative Practices during Hawk Time. Training has been implemented for all teachers by the counselor. Materials were provided free from the program.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Counselors, Behavior Interventionist, Teachers and Assistant Principals along with Instructional Specialists</p>	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: At-risk students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.</p> <p>Strategy's Expected Result/Impact: As a Title I campuses, Hancock will implement the following measures. Hawk Time intervention supplies purchased to meet their learning targets Additional Instructional School Supplies to support interventions Professional Development: Leadership Team and or teaching staff will attend training both virtually or locally to develop a stronger understanding of how to strengthen the behavior and academic practices throughout the building to assist in meeting the goals identified in the CIP for Lead4Ward Hands-on consumable and non-consumable supplies will be purchased for classroom and CFISD Connect learners Add to library holdings, selecting materials targeted to student needs.</p> <p>Staff Responsible for Monitoring: Campus Interventionists, Instructional Specialists, Behavior Interventionists, Assistant Principals and Counselors</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Programs: after school camps Strategy's Expected Result/Impact: By the end of two After School Camps, the students participating will show an increase in their ability to answer the most commonly missed questions according to their content and grade level. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	N/A		
Strategy 2 Details	Formative Reviews		
Strategy 2: Before/After School Programs: tutoring Strategy's Expected Result/Impact: The students will increase their content score from tutoring by 10% using the district Benchmark data online. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Staffing: Core Content Area Interventionist (math) Strategy's Expected Result/Impact: The students that the Content Specialist works with will grow at least 10% on their Benchmarks Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education (SCE): Provide supplementary support to students identified as at-risk. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table. Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Student Safety: By the end of the 2022-23 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		
<p>Strategy 1: Campus Safety: Project Safety, Sanford Harmony, & PBIS lessons are shared with staff and students. Strategy's Expected Result/Impact: Students and staff feel safe in a warm and positive environment conducive to student learning Staff Responsible for Monitoring: Principal, AP's, IS's, Counselors, Teachers, and Support Staff</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Student Attendance: By the end of the 2022-23 school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Teachers will monitor student attendance and contact parents when students are absent to check on the health and well being and to offer support for academics.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 96%</p> <p>Staff Responsible for Monitoring: AP's, teachers, and Registrar</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 2022-23 school year, discipline referrals and exclusionary discipline actions will be decreased by 15%.

Evaluation Data Sources: Discipline reports: Teachers will implement classroom management strategies and best practices in the restorative discipline in the classroom to reduce referrals by 15%

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Teachers will implement classroom management strategies and best practices in the restorative discipline in the classroom.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 15%.</p> <p>Staff Responsible for Monitoring: Teachers, Behavior Interventionist Specialist, Counselors, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In-School Suspensions: By identifying at-risk, African American, and SPED students, and by using effective interventions in the classroom, in-school suspensions will be reduced. Lessons will be taught along with replacement behaviors for students that need support.</p> <p>Strategy's Expected Result/Impact: In-School Suspensions for SPED African American students will be reduced by 10%.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Behavior Interventionists, Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Out of School Suspensions: By focusing on restorative practices, replacement behaviors, coping strategies, and options other than out-of-school suspensions will be used when possible.</p> <p>Strategy's Expected Result/Impact: Out of school suspensions will be reduced by 10%.</p> <p>Staff Responsible for Monitoring: AP's</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Opportunity School (SOS) Placements: Hancock will not have any discretionary SOS placements this year.</p> <p>Strategy's Expected Result/Impact: Special Opportunity School (SOS) placements of African American students will continue to be 0%.</p> <p>Staff Responsible for Monitoring: AP's, and Principal</p>	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Violence Prevention: Through restorative discipline practices and interventions, PBIS procedures, expectations, and common language, along with PBIS visuals that align for all student for campus wide expectations, Guidance lessons, & support groups.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: Principal, AP's, Behavior Interventionist, Counselors</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2022-23 school year, teacher/paraprofessional attendance will increase by 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: By fostering a culture of appreciation and recognition, staff attendance will increase.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.</p> <p>Staff Responsible for Monitoring: AP's, Teachers, Paraprofessionals, and Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 2022-23 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		
<p>Strategy 1: High-Quality Professional Development: All teachers will receive training and targeted support in curriculum, Schoology, planning lessons for rigor and relevance, along with helping to support their CF-TESS goals so they can be proficient and successful this school year.</p> <p>Strategy's Expected Result/Impact: Expected results are that the teachers will build their capacity and become more efficient and purposeful in their decision-making regarding curriculum, Schoology, management, and personal goals.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Specialists, AP's, Principal</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: By the end of the 2022-23 school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Parent Training Workshops, Campus Weekly newsletters Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: Principal, AP's, Title 1 Specialist	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

2022-2023 CPOC

Committee Role	Name	Position
Principal	Lissa Archuletta	Principal
Administrator	Ashley Jones	Administrator
Administrator	Natasha Jernagin	Administrator
Classroom Teacher	Stephanie Johnston	Title 1 Specialist
Classroom Teacher	Robyn Jackson	Teacher #1
Classroom Teacher	Janice Day	Teacher #2
Classroom Teacher	Lindsey Leoni	Teacher #3
Classroom Teacher	Kaitlin Rodriguez	Teacher #4
Classroom Teacher	Macie Machacek	Teacher #5
Non-classroom Professional	Hilery Louviere	Teacher #6
Non-classroom Professional	Dorothy Windham	Teacher #7
Counselor	Keondra Jack	Other School Leader #3
Counselor	Karen Malone	Other School Leader #4
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Tonya Goree	Administrator (LEA) #2
Parent	Arecly Adams	Parent #1
Parent	Jenifer Jedicka	Parent #2
Community Representative	Patricia Hicks	Community Resident #1
Non-classroom Professional	Jenifer Grape	Behavior Interventionist
Community Representative	Brad Jurischk	Adopted Church
Non-classroom Professional	Evadney Perales	Instructional Specialist
Paraprofessional	ELizabeth Rodriguez	Paraprofessional #1
Paraprofessional	Valerie Altamuro	Paraprofessional #2
Non-classroom Professional	Jo Kovanda	Instructional Specialist

Addendums

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

Content	Gr.	Campus	Student Group	Tested	2022: Approaches Grade Level		2023 Approaches Incremental Growth Target	2023: Approaches Grade Level	2022: Meets Grade Level		2023 Meets Incremental Growth Target	2023: Meets Grade Level	2022: Masters Grade Level		2023 Masters Incremental Growth Target	2023: Masters Grade Level
				2022	#	%			#	%			#	%		
				#	#	%	#	%	#	%						
Reading	3	Hancock	White	23	18	78%	83%	88%	14	61%	66%	41%	9	39%	44%	*
Reading	3	Hancock	Two or More	8	5	63%	68%	69%	5	63%	68%	46%	3	38%	43%	*
Reading	3	Hancock	Eco. Dis.	104	64	62%	67%	61%	47	45%	50%	35%	23	22%	27%	12%
Reading	3	Hancock	Emergent Bilingual	16	11	69%	74%	75%	8	50%	55%	*	6	38%	43%	*
Reading	3	Hancock	At-Risk	88	43	49%	54%	44%	32	36%	41%	18%	16	18%	23%	*
Reading	3	Hancock	SPED	16	1	6%	11%	*	1	6%	11%	*	1	6%	11%	*
Reading	4	Hancock	All	119	68	57%	62%	69%	40	34%	39%	40%	13	11%	16%	20%
Reading	4	Hancock	Hispanic	37	22	59%	64%	65%	11	30%	35%	35%	3	8%	13%	14%
Reading	4	Hancock	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Hancock	Asian	8	8	100%	100%	92%	7	88%	93%	69%	3	38%	43%	46%
Reading	4	Hancock	African Am.	61	28	46%	51%	57%	14	23%	28%	32%	6	10%	15%	*
Reading	4	Hancock	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Hancock	White	11	9	82%	87%	84%	8	73%	78%	58%	1	9%	14%	42%
Reading	4	Hancock	Two or More	*	*	*	*	75%	*	*	*	*	*	*	*	*
Reading	4	Hancock	Eco. Dis.	99	52	53%	58%	65%	29	29%	34%	33%	11	11%	16%	15%
Reading	4	Hancock	Emergent Bilingual	17	10	59%	64%	71%	6	35%	40%	50%	3	18%	23%	*
Reading	4	Hancock	At-Risk	69	33	48%	53%	55%	18	26%	31%	25%	5	7%	12%	13%
Reading	4	Hancock	SPED	10	4	40%	45%	*	3	30%	35%	*	1	10%	15%	*
Reading	5	Hancock	All	141	98	70%	75%	74%	72	51%	56%	45%	37	26%	31%	22%
Reading	5	Hancock	Hispanic	43	34	79%	84%	82%	28	65%	70%	51%	15	35%	40%	28%
Reading	5	Hancock	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Hancock	Asian	9	7	78%	83%	100%	6	67%	72%	71%	5	56%	61%	71%
Reading	5	Hancock	African Am.	66	38	58%	63%	65%	28	42%	47%	32%	12	18%	23%	11%
Reading	5	Hancock	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Hancock	White	14	11	79%	84%	77%	6	43%	48%	69%	2	14%	19%	*
Reading	5	Hancock	Two or More	8	7	88%	93%	*	3	38%	43%	*	2	25%	30%	*
Reading	5	Hancock	Eco. Dis.	100	65	65%	70%	72%	47	47%	52%	42%	21	21%	26%	20%
Reading	5	Hancock	Emergent Bilingual	22	17	77%	82%	81%	13	59%	64%	44%	8	36%	41%	31%
Reading	5	Hancock	At-Risk	103	71	69%	74%	72%	48	47%	52%	36%	22	21%	26%	16%
Reading	5	Hancock	SPED	21	5	24%	29%	36%	3	14%	19%	*	2	10%	15%	*
Science	5	Hancock	All	141	78	55%	60%	59%	35	25%	30%	34%	12	9%	14%	8%
Science	5	Hancock	Hispanic	43	29	67%	72%	64%	12	28%	33%	41%	2	5%	10%	*
Science	5	Hancock	Am. Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Hancock	Asian	9	6	67%	72%	86%	4	44%	49%	86%	1	11%	16%	*
Science	5	Hancock	African Am.	66	26	39%	44%	47%	9	14%	19%	20%	3	5%	10%	*
Science	5	Hancock	Pac. Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Hancock	White	14	10	71%	76%	77%	6	43%	48%	38%	3	21%	26%	*
Science	5	Hancock	Two or More	8	6	75%	80%	*	3	38%	43%	*	2	25%	30%	*
Science	5	Hancock	Eco. Dis.	100	48	48%	53%	57%	20	20%	25%	30%	4	4%	9%	*
Science	5	Hancock	Emergent Bilingual	22	13	59%	64%	69%	6	27%	32%	38%	1	5%	10%	*
Science	5	Hancock	At-Risk	103	56	54%	59%	58%	22	21%	26%	27%	6	6%	11%	*
Science	5	Hancock	SPED	21	3	14%	19%	36%	3	14%	19%	*	1	5%	10%	*

Early Childhood Literacy Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

		HANCOCK	2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)
Reading	All	Target and Actual Rate	44%	20%	46%	49%	48%	51%	54%
		Total Number Meets or Higher		17		65			
		Total Number Tested		83		133			
		Points away from or above target		-24		+3			
		Difference from Prior Year				+29			
		Growth from Prior Year				145%			
	African American	Target and Actual Rate	34%	9%	36%	38%	38%	41%	44%
		Total Number Meets or Higher		3		15			
		Total Number Tested		33		40			
		Points away from or above target		-25		+2			
		Difference from Prior Year				+29			
		Growth from Prior Year				322%			
	Hispanic	Target and Actual Rate	45%	27%	47%	43%	49%	52%	55%
		Total Number Meets or Higher		9		22			
		Total Number Tested		33		51			
		Points away from or above target		-18		-4			
		Difference from Prior Year				+16			
		Growth from Prior Year				59%			
	Eco. Disadv.	Target and Actual Rate	41%	19%	43%	45%	45%	48%	51%
		Total Number Meets or Higher		12		44			
		Total Number Tested		64		97			
		Points away from or above target		-22		+2			
		Difference from Prior Year				+26			
		Growth from Prior Year				137%			
EL (Current & Monitored)	Target and Actual Rate	56%	20%	58%	57%	60%	63%	66%	
	Total Number Meets or Higher		5		16				
	Total Number Tested		25		28				
	Points away from or above target		-36		-1				
	Difference from Prior Year				+37				
	Growth from Prior Year				185%				
Cont. Enrolled	Target and Actual Rate	47%	21%	49%	51%	51%	54%	57%	
	Total Number Meets or Higher		12		47				
	Total Number Tested		58		93				
	Points away from or above target		-26		+2				
	Difference from Prior Year				+30				
	Growth from Prior Year				143%				
Non-Cont. Enrolled	Target and Actual Rate	35%	20%	37%	45%	39%	42%	45%	
	Total Number Meets or Higher		5		18				
	Total Number Tested		25		40				
	Points away from or above target		-15		+8				
	Difference from Prior Year				+25				
	Growth from Prior Year				125%				

Early Childhood Math Board Outcome Goal

Notes: The 2021 baseline targets are identical to 2019 performance.

		HANCOCK							
		2021 (Target)	2021 (Actual)	2022 (Target)	2022 (Actual)	2023 (Target)	2024 (Target)	2025 (Target)	
Math	All	Target and Actual Rate	43%	14%	45%	27%	47%	50%	53%
		Total Number Meets or Higher		12		36			
		Total Number Tested		83		133			
		Points away from or above target		-29		-18			
		Difference from Prior Year				+13			
		Growth from Prior Year				93%			
	African American	Target and Actual Rate	32%	6%	34%	18%	36%	39%	42%
		Total Number Meets or Higher		2		7			
		Total Number Tested		33		40			
		Points away from or above target		-26		-16			
		Difference from Prior Year				+12			
		Growth from Prior Year				200%			
	Hispanic	Target and Actual Rate	43%	21%	45%	22%	47%	50%	53%
		Total Number Meets or Higher		7		11			
		Total Number Tested		33		51			
		Points away from or above target		-22		-23			
		Difference from Prior Year				+1			
		Growth from Prior Year				5%			
Eco. Disadv.	Target and Actual Rate	42%	14%	44%	19%	46%	49%	52%	
	Total Number Meets or Higher		9		18				
	Total Number Tested		64		97				
	Points away from or above target		-28		-25				
	Difference from Prior Year				+5				
	Growth from Prior Year				36%				
EL (Current & Monitored)	Target and Actual Rate	63%	24%	65%	43%	67%	70%	73%	
	Total Number Meets or Higher		6		12				
	Total Number Tested		25		28				
	Points away from or above target		-39		-22				
	Difference from Prior Year				+19				
	Growth from Prior Year				79%				
Cont. Enrolled	Target and Actual Rate	45%	17%	47%	31%	49%	52%	55%	
	Total Number Meets or Higher		10		29				
	Total Number Tested		58		93				
	Points away from or above target		-28		-16				
	Difference from Prior Year				+14				
	Growth from Prior Year				82%				
Non-Cont. Enrolled	Target and Actual Rate	38%	8%	40%	18%	42%	45%	48%	
	Total Number Meets or Higher		2		7				
	Total Number Tested		25		40				
	Points away from or above target		-30		-22				
	Difference from Prior Year				+10				
	Growth from Prior Year				125%				

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Standard Expectations

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

Curriculum and Instruction

- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions.
- Teacher teams 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.

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 of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently." NRC (2001)
 - Automaticity is fast recall of facts which seemingly appear instant.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Use Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use 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.