

Cypress-Fairbanks Independent School District

Hoover Elementary School

2022-2023



Mission Statement

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

Vision

L.E.A.D.: Learn. Empower. Achieve. Dream.

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: **EXPLAIN THE PROCESS OF YOUR COMPREHENSIVE NEEDS ASSESSMENT. YOU MUST REFERENCE WHAT YOU DID IN MAY 2022 AND THEN WHAT YOU DID ONCE THE 2022-23 SCHOOL YEAR BEGAN.**

The comprehensive needs assessment was reviewed and/or revised on the following dates: **YOU MUST INCLUDE YOUR MAY CPOC DATE AND THE DATE YOU WORKED ON THE COMPREHENSIVE NEEDS ASSESSMENT AT THE BEGINNING OF THE 2022-23 SCHOOL YEAR.**

In summary, the comprehensive needs assessment denotes the following: **WRITE A BRIEF SUMMARY OF THE MAJOR FINDINGS OF YOUR NEEDS ASSESSMENT.**

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: Schoolwide Program Plan/Campus Improvement Plan: 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. In Cypress-Fairbanks ISD, the committee who 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 **TYPE IN MAY 2022 CPOC MEETING DATE** and **TYPE IN THE 2022-23 BEGINNING OF YEAR MEETING DATE HERE** to develop the CNA and the strategies. Those meetings were held in the **TYPE IN THE LOCATION OF THE MEETINGS** starting at **TYPE IN THE TIME THE MEETINGS BEGAN**. 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: **IN A PARAGRAPH FORM, DENOTE WHAT OCCURRED DURING THE MEETINGS. MAKE SURE TO REFERENCE REVIEW OF DATA AND CONDUCTING THE NEEDS ASSESSMENT. ALSO INCLUDE HOW STRATEGIES WERE DETERMINED.**

Based on feedback from the committee, the campus has the following priorities for the current school year: **LIST TWO OR THREE PRIORITIES BASED ON THE NEEDS ASSESSMENT FOR THIS SCHOOL YEAR. THESE PRIORITIES SHOULD HAVE SPECIFIC STRATEGIES LISTED UNDER GOAL 1, PERFORMANCE OBJECTIVE 1.**

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 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, 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.

Demographics

Demographics Summary

Hoover is very diverse in its student and staff demographics.

Student demographics are broken down as:

63% Hispanic

1% American Indian

3% Asian

24% African American

5% White

4% Multi-Race

Staff demographics are:

38% Hispanic

3% Asian

18% African American

44% White

8% of Hoover's staff are males

Demographics Strengths

Hoover is very diverse and the staff population mirrors the student population.

We have a large population of males to help support our boys and their learning.

Student Achievement

Student Achievement Summary

In the Closing the Gaps domain of the state accountability system, Jowell Elementary was identified for Targeted Support and Improvement in the following area(s): reading and math (White student group)

As the "sister" campus to Jowell, Hoover will specifically focus on the same target groups to improve reading level and math performance.

Using an integrated approach, campus level teams reviewed the Closing the Gaps domain data table for Jowell as well as reading level data and math benchmark data for Hoover. The following process was then conducted:

- 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.

The resulting problem statement and root cause are denoted in the "Problem Statements Identifying Student Achievement Needs" section below.

Intervention Activities (strategies) to address the problem statement and root-cause are included in the Goals section of the CIP under Goal 1.

Student Achievement Strengths

Hoover continues to provide primary students with a strong academic foundation.

- Increase in reading levels and MCLASS data of 1st and 2nd grade
 - 20% growth in 1st grade
 - 9% from the district passing rate
 - 30% growth in 2nd grade
 - 7% from the district passing rate
- Met district goal on discipline data 10% or less

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Dual language, economically disadvantaged, and special education students are struggling with learning to read. **Root Cause:** RLA: Need to expand exposure and language skills.

Problem Statement 2: Math: Students are struggling to make academic math gains, specifically in 2nd grade with our Hispanic, LEP, and SPED students. **Root Cause:** Math: Need to provide strategies related to vocabulary and reading skills to allow students to work through math word problems.

Problem Statement 3: Science: Students are struggling to learn science concepts. **Root Cause:** Science: Need to continue to expand teaching of vocabulary to assist students with understanding science concepts.

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.

Problem Statement 6: Targeted Support Reading:

Problem Statement 7: Targeted Support Math:

School Culture and Climate

School Culture and Climate Summary

Surveys (students)

Values

Beliefs

Equity-Opportunity and Equal Access

School Culture and Climate Strengths

Hoover's culture and climate are welcoming and inviting. Many comments are made on this topic when people visit the building. Teachers and administration collaborate to bring about academic success for our students. House Teams help staff and students to learn more than just their grades levels through mixed up teams. Employee perception surveys indicate 85% or higher on the questions surveyed. Discipline referrals met the 10% district expectations.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: Increased stress levels of classroom teachers because of the large gaps in student knowledge. **Root Cause:** School Culture and Climate: Implications of COVID-19 on instruction.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- All Hoover teachers are highly qualified.
- We recruit teachers through our district job fair.
- Each individual invited to an interview receive an overview video highlighting our campus
- Hoover provides a Heroes Academy training for all staff each year. Teachers also receive training in social-emotional learning, curriculum, action-based learning, and transforming learning.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Teachers and support staff miss work which impacts instruction. **Root Cause:** Teacher/Paraprofessional Attendance: We need to address struggle with brain health issues due to the stress and personal impact of COVID-19.

Parent and Community Engagement

Parent and Community Engagement Strengths

- Parents actively attend various events to support cultural building and instructional nights
- Connect with families in their dominant language through newsletters, remind, school messenger emails, texts, and phone calls, send flyers home in both languages too
- Building Volunteers through various opportunities to impact student academic success
- Exploring the idea of a VIPs board in lieu of a PTO

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Parents are not able to help their students with their learning. **Root Cause:** Parent and Community Engagement: We need to provide parents with the tools to aid their students in their learning.

Goals

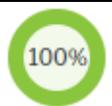
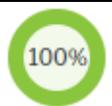
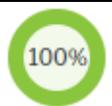
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: All teachers will be trained and implement the strategies of 7 Steps to a Language-Rich Interactive Classroom which promotes building vocabulary.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Through intentional and purposeful planning, all teachers will collaborate to better implement explicit small group instruction.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Specialist Math Interventionist</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math: Through intentional and purposeful planning, all teachers will collaborate to better implement the regular use of manipulatives in the math classroom.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p>	Formative		
	Nov	Feb	May
			

<p style="text-align: center;">Strategy 4 Details</p> <p>Strategy 4: Science: Through intentional and purposeful planning, all teachers will collaborate to better implement hands-on science investigations and activities to help develop conceptual understanding of concepts while building academic vocabulary.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Specialist</p>	<p style="text-align: center;">Formative Reviews</p> <p style="text-align: center;">Formative</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th data-bbox="1619 159 1759 203">Nov</th> <th data-bbox="1759 159 1892 203">Feb</th> <th data-bbox="1892 159 2032 203">May</th> </tr> </thead> <tbody> <tr> <td data-bbox="1619 203 1759 324"></td> <td data-bbox="1759 203 1892 324"></td> <td data-bbox="1892 203 2032 324"></td> </tr> </tbody> </table>			Nov	Feb	May			
Nov	Feb	May							
									
<p style="text-align: center;">Strategy 5 Details</p> <p>Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p>Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness</p> <p>Staff Responsible for Monitoring: Principal</p>	<p style="text-align: center;">Formative Reviews</p> <p style="text-align: center;">Formative</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th data-bbox="1619 417 1759 461">Nov</th> <th data-bbox="1759 417 1892 461">Feb</th> <th data-bbox="1892 417 2032 461">May</th> </tr> </thead> <tbody> <tr> <td data-bbox="1619 461 1759 573"></td> <td data-bbox="1759 461 1892 573"></td> <td data-bbox="1892 461 2032 573"></td> </tr> </tbody> </table>			Nov	Feb	May			
Nov	Feb	May							
									
<p style="text-align: center;">Strategy 6 Details</p> <p>Strategy 6: Eliminate the Learning Gap and Increase the Amount of Quality Instructional Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: small groups that are purposefully planned with explicit and systematic lessons, these lessons will include engaging hands-on learning. Interventionists and other support will also pull small groups of students. Additionally, during Teacher Work Days a learning camp will be offered for students who are below level in either ELAR or Math. This camp will have targeted instruction based on the student's academic needs.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Administration team</p>	<p style="text-align: center;">Formative Reviews</p> <p style="text-align: center;">Formative</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th data-bbox="1619 660 1759 704">Nov</th> <th data-bbox="1759 660 1892 704">Feb</th> <th data-bbox="1892 660 2032 704">May</th> </tr> </thead> <tbody> <tr> <td data-bbox="1619 704 1759 889"></td> <td data-bbox="1759 704 1892 889"></td> <td data-bbox="1892 704 2032 889"></td> </tr> </tbody> </table>			Nov	Feb	May			
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<p style="text-align: center;">Strategy 7 Details</p> <p>Strategy 7: 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: House teams, maker space, after-school activities with families (reading/math night), growth mindset focus, vocabulary and social skills incorporated into announcements, and social-emotional lessons.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p>	<p style="text-align: center;">Formative Reviews</p> <p style="text-align: center;">Formative</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th data-bbox="1619 976 1759 1019">Nov</th> <th data-bbox="1759 976 1892 1019">Feb</th> <th data-bbox="1892 976 2032 1019">May</th> </tr> </thead> <tbody> <tr> <td data-bbox="1619 1019 1759 1148"></td> <td data-bbox="1759 1019 1892 1148"></td> <td data-bbox="1892 1019 2032 1148"></td> </tr> </tbody> </table>			Nov	Feb	May			
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<p style="text-align: center;">Strategy 8 Details</p> <p>Strategy 8: At-risk students with an identified area of need based on district progress monitoring will be provided with additional academic support based on their specific academic needs.</p> <p>Strategy's Expected Result/Impact: Increased reading levels and benchmark scores</p> <p>Staff Responsible for Monitoring: Principal</p>	<p style="text-align: center;">Formative Reviews</p> <p style="text-align: center;">Formative</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th data-bbox="1619 1235 1759 1279">Nov</th> <th data-bbox="1759 1235 1892 1279">Feb</th> <th data-bbox="1892 1235 2032 1279">May</th> </tr> </thead> <tbody> <tr> <td data-bbox="1619 1279 1759 1391"></td> <td data-bbox="1759 1279 1892 1391"></td> <td data-bbox="1892 1279 2032 1391"></td> </tr> </tbody> </table>			Nov	Feb	May			
Nov	Feb	May							
									

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Investment in classroom instructional resources includes the use of a die-cut machine to help kinesthetic and visual learners engage with cutouts and manipulatives for storytelling, demonstrations, science experiments, etc., to deepen the understanding of and address specific academic needs of the Hispanic, LEP, 504, and SPED student groups to address the needs of all students, particularly at-risk.</p> <p>Strategy's Expected Result/Impact: Increased academic performance for the specific groups</p> <p>Staff Responsible for Monitoring: Administration and Teachers Schoolwide and Targeted Assistance</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
	N/A		
<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 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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

Evaluation Data Sources: STAAR and Locally Developed Assessments

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Extended Instructional Time: Provide extended learning opportunity time to close the gaps created by COVID-19. Strategy's Expected Result/Impact: Meet or exceed targets as noted on the attached data tables Staff Responsible for Monitoring: Administration and Teachers	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Core content area interventionist (math) Strategy's Expected Result/Impact: Meet or exceed targets on attached data tables Staff Responsible for Monitoring: Instructional Specialist	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Additional Intervention: Provide opportunities for additional intervention to occur during the school day. Strategy's Expected Result/Impact: Meet or exceed targets on attached data tables Staff Responsible for Monitoring: Administration	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

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: State Compensatory Education: At-risk and reading intervention staff will provide additional interventions and supports to close the gaps.</p> <p>Strategy's Expected Result/Impact: Meet or exceed targets on attached data tables</p> <p>Staff Responsible for Monitoring: Administration</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 4: Targeted Support: By the end of the 2022-23 school year, the campus will meet a reading level target of 55% and a math benchmark data of 60%.

Evaluation Data Sources: Local assessment data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Reading: Teachers will purposefully plan and implement explicit and systematic small-group instruction/guided reading daily. Staff Responsible for Monitoring: Administration	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Reading: Heggerty will be taught daily during each grade level's ELAR block. Staff Responsible for Monitoring: Administration	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Math: All teachers will use monitoring notebooks to determine student misconceptions and strengths to develop intentional small group lessons.	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Math: All teachers will implement purposefully designed number talks daily to help develop students' problem solving skills.	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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Conduct weekly safety door checks</p> <p>Strategy's Expected Result/Impact: Ensure all exterior doors are locked and functioning properly</p> <p>Staff Responsible for Monitoring: Campus EOP coordinator</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.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: AP</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 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

Summative Evaluation: Some progress made toward meeting Objective

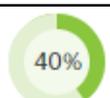
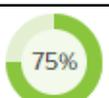
Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: Communicate the importance of attendance to our families and create a fun competition for attendance through House Teams.</p> <p>Strategy's Expected Result/Impact: Student attendance will remain at or exceed 97%</p> <p>Staff Responsible for Monitoring: Principal & Registrar</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 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 3% for our African American students through the implementation of our Mentor/Mentee program and counseling groups.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative Discipline: Using Bringing Out the Best SEL curriculum we will teach students the social and emotional skills needed to be successful at school.</p> <p>Strategy's Expected Result/Impact: Discipline referrals will be decreased by 3%.</p> <p>Staff Responsible for Monitoring: BI's</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In-School Suspensions: We will continue to follow all IEP accommodations and modifications, and make adjustments throughout the year as necessary. We will also ensure all SPED African American students are receiving individual social skills lessons that align with their individual skill deficits.</p> <p>Strategy's Expected Result/Impact: In School Suspensions for SPED African American students will be reduced by 2%.</p> <p>Staff Responsible for Monitoring: BI's</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Special Opportunity School (SOS) Placements: Using Zones of Regulation and other self regulation techniques we will explicitly teach our red zone students how to regulate their emotions.</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: BI's</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Violence Prevention: The implementation of Project Safety will teach our students how to function as a school community.</p> <p>Strategy's Expected Result/Impact: Violent incidents will continue to be 0%</p> <p>Staff Responsible for Monitoring: BIs</p>	Formative		
	Nov	Feb	May
			



No Progress



Accomplished



Continue/Modify



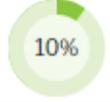
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Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Create a fun attendance competition to increase teacher/para attendance. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principal, AP, Administrative Secretary</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teacher/Para Attendance - Plan regular celebrations and recognitions monthly to let teachers know their value at school every day. Strategy's Expected Result/Impact: Increase staff attendance. Staff Responsible for Monitoring: Administration and Teachers</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the 2022-23 school year, 95% of teachers will receive job targeted professional development based on identified needs.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: High-Quality Professional Development: Conscious Discipline, Social-Emotional, PBIS training, Word Wall, and Vocabulary Development, Growth Mindset.</p> <p>Strategy's Expected Result/Impact: Teachers will grow in their implementation of these items in their classrooms, working to help close the gaps.</p> <p>Staff Responsible for Monitoring: Principal and AP's</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: High Quality Professional Development: Provide incentives to build buy-in for staff to attend and implement professional development into their instruction with fidelity.</p> <p>Strategy's Expected Result/Impact: Meet or exceed targets on attached data tables</p> <p>Staff Responsible for Monitoring: Administration</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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Parent and Family Engagement: A campus newsletter in English and Spanish will be shared monthly to help keep parents in the know.</p> <p>Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal and Technology Coach</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Parent and Family Engagement: Provide opportunities for parents to take an active part in their students learning.</p> <p>Strategy's Expected Result/Impact: Meet or exceed targets on attached data tables</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Parent and Family Engagement: Provide opportunities for parents to volunteer.</p> <p>Strategy's Expected Result/Impact: Meet or exceed targets on attached data tables</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p>	Formative		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2022-2023 CPOC

Committee Role	Name	Position
Principal	Michelle Rice	Principal
Classroom Teacher	Loraine Castillo	PK Teacher
Classroom Teacher	Angie Gilchrist	K Teacher
Classroom Teacher	Alyssa Espinoza	1st Grade Teacher
Classroom Teacher	Kristine Reeves	2nd Grade Teacher
Classroom Teacher	Robbie Keen	Music Teacher
Classroom Teacher	Camille Tortorici	Life Skills Teacher
Classroom Teacher	Julia Sookma	ECSE Teacher
Classroom Teacher	America Banda	Reading Intervention
Non-classroom Professional	Ingrid Rogers	Diag
Non-classroom Professional	Melinda Potlongo	Assistant Principal
Non-classroom Professional	Denise Ramponi	M/S Instructional Specialist
Non-classroom Professional	Sheree Jones	Counselor
District-level Professional	Ashley Clayburn	Administrator (LEA) #1
District-level Professional	Deanna Hicks	Administrator (LEA) #2
Parent	Lisa Abuka	Parent #1
Parent	Yuliana Martinez	parent #2
Community Representative	Tjwana Wilson	Community Resident #1
Community Representative	Colondra Billips	Community Resident #2
Business Representative	Oscar Gutierrez	Business Representative #1
Business Representative	Kathia Hernandez	Business Representative #2
Paraprofessional	Edila Mota	Paraprofessional #1
Paraprofessional	Brittany Zambrano	Paraprofessional #2

Addendums

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

May 2022 EOY	Gr.	Campus	Student Group	Tested	2022 Passing Rate		2023 Passing Incremental Growth Target	% Growth Needed
				2022	#	%		
				#				
Independent Reading Level (English)	KG	Hoover	All	158	78	49%	55%	6%
Independent Reading Level (English)	KG	Hoover	Hispanic	94	51	54%	60%	6%
Independent Reading Level (English)	KG	Hoover	Am. Indian	*	*	*	*	*
Independent Reading Level (English)	KG	Hoover	Asian	9	6	67%	70%	3%
Independent Reading Level (English)	KG	Hoover	African Am.	37	16	43%	50%	7%
Independent Reading Level (English)	KG	Hoover	Pac. Islander	*	*	*	*	*
Independent Reading Level (English)	KG	Hoover	White	9	2	22%	30%	8%
Independent Reading Level (English)	KG	Hoover	Two or More	9	3	33%	40%	7%
Independent Reading Level (English)	KG	Hoover	Eco. Dis.	104	51	49%	55%	6%
Independent Reading Level (English)	KG	Hoover	Emergent Bilingual	30	17	57%	60%	3%
Independent Reading Level (English)	KG	Hoover	At-Risk	83	29	35%	40%	5%
Independent Reading Level (English)	KG	Hoover	SPED	29	10	34%	40%	6%
Independent Reading Level (English)	1	Hoover	All	162	89	55%	57%	2%
Independent Reading Level (English)	1	Hoover	Hispanic	74	38	51%	53%	2%
Independent Reading Level (English)	1	Hoover	Am. Indian	*	*	*	*	*
Independent Reading Level (English)	1	Hoover	Asian	6	5	83%	85%	2%
Independent Reading Level (English)	1	Hoover	African Am.	59	36	61%	63%	2%
Independent Reading Level (English)	1	Hoover	Pac. Islander	*	*	*	*	*
Independent Reading Level (English)	1	Hoover	White	16	9	56%	58%	2%
Independent Reading Level (English)	1	Hoover	Two or More	7	1	14%	16%	2%
Independent Reading Level (English)	1	Hoover	Eco. Dis.	94	49	52%	54%	2%
Independent Reading Level (English)	1	Hoover	Emergent Bilingual	23	14	61%	63%	2%
Independent Reading Level (English)	1	Hoover	At-Risk	92	36	39%	41%	2%
Independent Reading Level (English)	1	Hoover	SPED	22	5	23%	25%	2%
Independent Reading Level (English)	2	Hoover	All	215	130	60%	65%	5%
Independent Reading Level (English)	2	Hoover	Hispanic	128	79	62%	65%	3%
Independent Reading Level (English)	2	Hoover	Am. Indian	*	*	*	*	*
Independent Reading Level (English)	2	Hoover	Asian	6	5	83%	85%	2%
Independent Reading Level (English)	2	Hoover	African Am.	55	27	49%	55%	6%
Independent Reading Level (English)	2	Hoover	Pac. Islander	*	*	*	*	*

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

May 2022 EOY	Gr.	Campus	Student Group	Tested	2022 Passing Rate		2023 Passing Incremental Growth Target	% Growth Needed
				2022				
				#	#	%		
Independent Reading Level (English)	2	Hoover	White	13	10	77%	80%	3%
Independent Reading Level (English)	2	Hoover	Two or More	10	8	80%	85%	5%
Independent Reading Level (English)	2	Hoover	Eco. Dis.	128	74	58%	60%	2%
Independent Reading Level (English)	2	Hoover	Emergent Bilingual	61	29	48%	50%	2%
Independent Reading Level (English)	2	Hoover	At-Risk	160	80	50%	55%	5%
Independent Reading Level (English)	2	Hoover	SPED	34	6	18%	20%	2%
Math	KG	Hoover	All	214	181	85%	90%	5%
Math	KG	Hoover	Hispanic	149	123	83%	85%	2%
Math	KG	Hoover	Am. Indian	*	*	*	*	*
Math	KG	Hoover	Asian	9	9	100%	100%	0%
Math	KG	Hoover	African Am.	37	32	86%	90%	4%
Math	KG	Hoover	Pac. Islander	*	*	*	*	*
Math	KG	Hoover	White	10	10	100%	100%	0%
Math	KG	Hoover	Two or More	9	7	78%	80%	2%
Math	KG	Hoover	Eco. Dis.	141	122	87%	90%	3%
Math	KG	Hoover	Emergent Bilingual	88	70	80%	85%	5%
Math	KG	Hoover	At-Risk	140	112	80%	85%	5%
Math	KG	Hoover	SPED	44	29	66%	70%	4%
Math	1	Hoover	All	209	193	92%	95%	3%
Math	1	Hoover	Hispanic	119	112	94%	95%	1%
Math	1	Hoover	Am. Indian	*	*	*	*	*
Math	1	Hoover	Asian	6	6	100%	100%	0%
Math	1	Hoover	African Am.	59	53	90%	95%	5%
Math	1	Hoover	Pac. Islander	*	*	*	*	*
Math	1	Hoover	White	17	16	94%	98%	4%
Math	1	Hoover	Two or More	7	5	71%	75%	4%
Math	1	Hoover	Eco. Dis.	121	110	91%	95%	4%
Math	1	Hoover	Emergent Bilingual	70	65	93%	95%	2%
Math	1	Hoover	At-Risk	141	128	91%	95%	4%
Math	1	Hoover	SPED	27	20	74%	80%	6%

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

May 2022 EOY	Gr.	Campus	Student Group	Tested	2022 Passing Rate		2023 Passing Incremental Growth Target	% Growth Needed
				2022	#	%		
				#				
Math	2	Hoover	All	211	68	32%	35%	3%
Math	2	Hoover	Hispanic	123	43	35%	40%	5%
Math	2	Hoover	Am. Indian	*	*	*	*	*
Math	2	Hoover	Asian	6	5	83%	85%	2%
Math	2	Hoover	African Am.	57	11	19%	25%	6%
Math	2	Hoover	Pac. Islander	*	*	*	*	*
Math	2	Hoover	White	13	3	23%	28%	5%
Math	2	Hoover	Two or More	10	6	60%	65%	5%
Math	2	Hoover	Eco. Dis.	123	37	30%	35%	5%
Math	2	Hoover	Emergent Bilingual	56	10	18%	22%	4%
Math	2	Hoover	At-Risk	156	40	26%	30%	4%
Math	2	Hoover	SPED	32	4	13%	18%	5%

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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.