

**Cypress-Fairbanks Independent School District**

**Hoover Elementary School**

**2023-2024**



# 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.

Table of Contents

Comprehensive Needs Assessment ..... 4

    Needs Assessment Overview ..... 4

    Demographics ..... 6

    Student Achievement ..... 8

    School Culture and Climate ..... 10

    Staff Quality, Recruitment, and Retention ..... 11

    Parent and Community Engagement ..... 12

Goals ..... 13

    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. .... 13

    Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning. .... 18

    Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics. .... 21

    Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities. .... 23

2023-2024 CPOC ..... 24

Addendums ..... 25

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### SCHOOL PROFILE

Hoover Elementary is a campus in Katy, Texas. Hoover opened its doors in 2017. Hoover Elementary is projected to serve 774 students in grades PK-2 during the 2023-2024 school year, which is a decrease from the previous year of 794 at the end of 2022-23.

#### COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Hoover Elementary's needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2022-23 school year:

- Campus Needs Assessment Questionnaire
- Title 1 Parent Feedback
- Campus Data from the 22-23 school year

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The CPOC met on May 11, 2023, and again on September 21, 2023, to develop and finalize the CNA. The meetings were held in Hoover Elementary library at 7:45 a.m.

At the first meeting on May 11, 2023, Principal Michelle Rice presented information gathered from the needs assessment questionnaire as well as information from the Title 1 parent feedback.

At the second meeting on September 21, 2023, the CPOC reviewed the needs again and made recommendations for items needing to be addressed in Hoover Elementary's campus improvement plan.

The problem statements and root causes are listed in each section of the needs assessment.

## **SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES**

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year:

Our first identified priority problem is in the area of student achievement, specifically classroom management/behavior management. Through the root cause analysis process, we identified a lack of teacher training.

Our second identified priority problem is in the area of student achievement, specifically attendance. Through the root cause analysis process, we identified excellent attendance has not been a focus since COVID.

Our third identified priority problem is in the area of educating parents on how to help their students, specifically many at-risk families do not know what to do or how to help. Through the root cause analysis process, we identified a lack of opportunities to build the parent knowledge.

# 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

The following strengths were identified based on a review of the 2022-23 data.

- 1st/2nd grade ELAR made continuous incremental growth throughout the year.
- 2nd grade reading levels increased.
- Kindergarten students met the EOY math target.
- 2nd-grade students surpassed the EOY math target all through the year.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** RLA: **Root Cause:** RLA:

**Problem Statement 2:** Math: **Root Cause:** Math:

**Problem Statement 3:** Science: **Root Cause:** Science:

**Problem Statement 4:** Students are beginning the 2023-24 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 Strengths

The following are strengths of the campus in regard to school culture and climate.

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 grade levels through mixed-up teams. Employee perception surveys indicate 85% or higher on the questions surveyed. Discipline referrals met the 10% district expectations.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

- All Hoover teachers but two are highly qualified. These two teachers are working toward their certifications.
- We recruit teachers through our district job fair.
- Each individual invited to an interview receives 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.
- Hoover provided an incentive for staff to take part in professional development and implementation of it in the classroom with a spending allowance for those meeting expectations.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Teacher/Paraprofessional Attendance: **Root Cause:** Teacher/Paraprofessional Attendance:

# Parent and Community Engagement

## Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement.








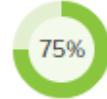

- Parents actively attend various events to support cultural building and instructional nights
- Connect with families in their dominant language through newsletters, remind, school messenger emails, texts, and phone calls, and send flyers home in both languages too
- Building Volunteers through various opportunities to impact student academic success
- VIPS board/committees were launched in the spring of 2023.

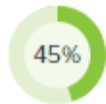
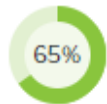


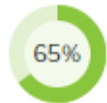









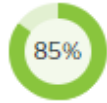
# Goals


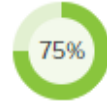








**Goal 1: Academic Achievement:** The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

**Performance Objective 1: Curriculum and Instruction & Accountability:** By the end of the current school year, students will meet or exceed the MAP performance targets as noted on the attached CIP data table.

**Evaluation Data Sources:** MAP RLA, Math, and Science

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> RLA: All teachers will be trained in how to implement decodable small groups. <b>Strategy's Expected Result/Impact:</b> Meet or exceed reading targets <b>Staff Responsible for Monitoring:</b> Instructional team	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> RLA: All teachers will be trained on how to interpret Mclass and MAP data in a deeper way so the information can be utilized to drive small-group instruction. <b>Strategy's Expected Result/Impact:</b> Meet or exceed MAP targets <b>Staff Responsible for Monitoring:</b> Instructional Leadership	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Math: Through intentional and purposeful planning, all teachers will collaborate to better implement the regular use of a variety of manipulatives with fidelity in the math classroom to help students solve mathematical problems and equations. <b>Strategy's Expected Result/Impact:</b> Growth in district benchmark scores and meeting MAP targets. <b>Staff Responsible for Monitoring:</b> Administration and teachers	Formative		
	Nov	Feb	May
			








Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Math: Students will develop, internalize, and apply strategies to solve problems more efficiently. <b>Strategy's Expected Result/Impact:</b> Increased district benchmark scores and met MAP targets. <b>Staff Responsible for Monitoring:</b> Administration and teachers	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Math: All teachers will be trained on how to interpret MAP data in a deeper way so the information can be utilized to drive small-group instruction. <b>Strategy's Expected Result/Impact:</b> Meet or exceed MAP targets <b>Staff Responsible for Monitoring:</b> Instructional Leadership	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Science: Through intentional and purposeful planning, all teachers will collaborate to better implement hands-on science investigations and activities to help develop a conceptual understanding of concepts while building academic vocabulary. <b>Strategy's Expected Result/Impact:</b> Increased science scores <b>Staff Responsible for Monitoring:</b> Administration and teachers	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. <b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness <b>Staff Responsible for Monitoring:</b> Principal and PE Coach	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> 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, other learning camps will be offered for students who are below level in either ELAR or Math. These camps will have targeted instruction based on the student's academic needs. <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. <b>Staff Responsible for Monitoring:</b> Administration team	Formative		
	Nov	Feb	May
			

Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> 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, field trips, vocabulary and social skills incorporated into announcements, and social-emotional lessons. Educational speakers such as Mother Goose and a Story Teller to support comprehension TEKS for all grade levels. <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. <b>Staff Responsible for Monitoring:</b> Administration and Teachers	Formative		
	Nov	Feb	May
			
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> At-Risk: Students with an identified area of need based on MAP or district progress monitoring will be provided with additional academic support based on their specific academic needs <b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables. <b>Staff Responsible for Monitoring:</b> Principal and Administration	Formative		
	Nov	Feb	May
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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



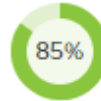




Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Temporary Worker will be hired in reading and math to work with students to improve their academic performance. <b>Strategy's Expected Result/Impact:</b> Any student that does not meet or is approaching EOY 1st grade DPM standards with intervention will improve math and/or reading skills in 2nd grade to reach EOY grade level standards. <b>Staff Responsible for Monitoring:</b> Principal and Instructional Specialist	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Closing the Gaps: Close academic gaps created by COVID-19. <b>Strategy's Expected Result/Impact:</b> meet targets on attached data table <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
	N/A	N/A	
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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 3:** State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on MAP 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 MAP performance targets noted on the attached CIP data table.











Evaluation Data Sources: MAP Data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> State Compensatory Education: Provide supplementary support to students identified as at-risk. <b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on the attached data table <b>Staff Responsible for Monitoring:</b> Principal, Instructional Leadership Team, Campus Interventionist	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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 1:** Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.











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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Campus Safety: Conduct weekly safety door checks <b>Strategy's Expected Result/Impact:</b> Ensure all exterior doors are locked and functioning properly <b>Staff Responsible for Monitoring:</b> Campus EOP coordinator	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. <b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. <b>Staff Responsible for Monitoring:</b> Campus EOP Representative	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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 2:** Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.











**Evaluation Data Sources:** Student attendance records

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) <b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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:** The campus will use restorative discipline practices.








**Evaluation Data Sources:** Discipline reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. <b>Strategy's Expected Result/Impact:</b> Violent incidents will be 0% <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Using Bringing Out the Best SEL curriculum we will teach students the social and emotional skills needed to be successful at school. <b>Strategy's Expected Result/Impact:</b> Students will be equipped with self-management strategies. <b>Staff Responsible for Monitoring:</b> BI's, BOTB coordinator, and administration	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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 current school year, teacher/paraprofessional attendance will increase by 5%.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teacher/Para Attendance - Plan regular celebrations and recognitions monthly to let teachers know their value at school every day. <b>Strategy's Expected Result/Impact:</b> Increase staff attendance. <b>Staff Responsible for Monitoring:</b> Administration and Teachers	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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 2:** Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current 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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> High-Quality Professional Development: Social-Emotional, PBIS training, Growth Mindset, HMH, Capturing Kids Hearts, Restorative Circles, ABL. <b>Strategy's Expected Result/Impact:</b> Teachers will grow in their implementation of these items in their classrooms, working to help close the gaps. <b>Staff Responsible for Monitoring:</b> Principal and AP's	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> High Quality Professional Development: Provide incentives to build buy-in for staff to attend and implement professional development into their instruction with fidelity. <b>Strategy's Expected Result/Impact:</b> Meet or exceed targets on attached data tables <b>Staff Responsible for Monitoring:</b> Administration	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> High-Quality Professional Development: All teaching staff will participate in 6-week coaching cycles utilizing the SIBME platform. <b>Strategy's Expected Result/Impact:</b> Increased teacher awareness, self-reflection, and professional growth. <b>Staff Responsible for Monitoring:</b> Instructional Leadership team	Formative		
	Nov	Feb	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

**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 current school year, parent and family engagement opportunities will increase by 3%

**Evaluation Data Sources:** Invitations to events  
Remind communications  
Social Media posts  
Newsletters

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

# 2023-2024 CPOC

Committee Role	Name	Position
Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Other School Leader (Nonteaching Professional) #3	Other School Leader (Nonteaching Professional) #3
Paraprofessional #2	Kathy Santos-Coy	Paraprofessional
Paraprofessional #1	Edilia Mota	Paraprofessional
Business Representative #2	Juan Carlos	Business Representative
Business Representative #1	Jordan Weaver	Business Representative
Community Member #2	Community Member #2	Community Member #2
Community Member #1	Colandra Billips	Community Member
Parent #2	Jessica Adame	Parent
Parent #1	Karen Lara	Parent
Administrator (LEA) #2	Administrator (LEA) #2	Administrator (LEA) #2
Administrator (LEA) #1	Tameka Pressley	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Vangie Rodriguez	Intervention
Other School Leader (Nonteaching Professional) #1	Ameria Banda	Intervention
Teacher #8	Robbie Keen	Music Teacher
Teacher #7	Bertha Mansilla	2nd Grade Teacher
Teacher #6	Katie Ayers	2nd Grade Teacher
Teacher #5	Kelly Rektorik	1st Grade Teacher
Teacher #4	Tamara Patino	1st Grade Teacher
Teacher #3	Diana Rodriguez	Kindergarten Teacher
Teacher #2	Kellie Staats	Kindergarten Teacher
Teacher #1	Elisa Rea	PK Teacher
Principal	Michelle Rice	Principal



# 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 2023 EOY	Gr.	Campus	Student Group	Tested	2023 Fall to Spring Met Projected Growth		2024 Incremental Growth Target	% Growth Needed
				2023				
				#	#	%		
Reading (English)	KG	Hoover	All	120	51	43%	45%	3%
Reading (English)	KG	Hoover	Hispanic	59	26	44%	50%	6%
Reading (English)	KG	Hoover	Am. Indian	0	*	*	*	*
Reading (English)	KG	Hoover	Asian	7	5	71%	75%	4%
Reading (English)	KG	Hoover	African Am.	41	11	27%	30%	3%
Reading (English)	KG	Hoover	Pac. Islander	0	*	*	*	*
Reading (English)	KG	Hoover	White	7	5	71%	75%	4%
Reading (English)	KG	Hoover	Two or More	6	*	*	*	*
Reading (English)	KG	Hoover	Eco. Dis.	100	41	41%	45%	4%
Reading (English)	KG	Hoover	Emergent Bilingual	28	13	46%	50%	4%
Reading (English)	KG	Hoover	At-Risk	62	26	42%	45%	3%
Reading (English)	KG	Hoover	SPED	17	5	29%	35%	6%
Reading (Spanish)	KG	Hoover	All	51	17	33%	35%	2%
Reading (Spanish)	KG	Hoover	Hispanic	50	17	34%	40%	6%
Reading (Spanish)	KG	Hoover	Am. Indian	0	*	*	*	*
Reading (Spanish)	KG	Hoover	Asian	0	*	*	*	*
Reading (Spanish)	KG	Hoover	African Am.	0	*	*	*	*
Reading (Spanish)	KG	Hoover	Pac. Islander	0	*	*	*	*
Reading (Spanish)	KG	Hoover	White	0	*	*	*	*
Reading (Spanish)	KG	Hoover	Two or More	1	*	*	*	*
Reading (Spanish)	KG	Hoover	Eco. Dis.	48	15	31%	35%	4%
Reading (Spanish)	KG	Hoover	Emergent Bilingual	51	17	33%	35%	2%
Reading (Spanish)	KG	Hoover	At-Risk	51	17	33%	35%	2%
Reading (Spanish)	KG	Hoover	SPED	10	*	*	*	*
Reading	1	Hoover	All	188	74	39%	45%	6%
Reading	1	Hoover	Hispanic	123	48	39%	45%	6%
Reading	1	Hoover	Am. Indian	0	*	*	*	*
Reading	1	Hoover	Asian	11	*	*	*	*
Reading	1	Hoover	African Am.	34	13	38%	40%	2%
Reading	1	Hoover	Pac. Islander	0	*	*	*	*
Reading	1	Hoover	White	12	5	42%	45%	3%

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

May 2023 EOY	Gr.	Campus	Student Group	Tested	2023 Fall to Spring Met Projected Growth		2024 Incremental Growth Target	% Growth Needed
				2023				
				#	#	%		
Reading	1	Hoover	Two or More	8	5	63%	65%	3%
Reading	1	Hoover	Eco. Dis.	157	63	40%	45%	5%
Reading	1	Hoover	Emergent Bilingual	78	38	49%	55%	6%
Reading	1	Hoover	At-Risk	141	59	42%	45%	3%
Reading	1	Hoover	SPED	25	5	20%	25%	5%
Reading	2	Hoover	All	177	89	50%	55%	5%
Reading	2	Hoover	Hispanic	102	57	56%	60%	4%
Reading	2	Hoover	Am. Indian	1	*	*	*	*
Reading	2	Hoover	Asian	2	*	*	*	*
Reading	2	Hoover	African Am.	52	21	40%	45%	5%
Reading	2	Hoover	Pac. Islander	0	*	*	*	*
Reading	2	Hoover	White	15	7	47%	50%	3%
Reading	2	Hoover	Two or More	5	*	*	*	*
Reading	2	Hoover	Eco. Dis.	148	74	50%	55%	5%
Reading	2	Hoover	Emergent Bilingual	69	39	57%	60%	3%
Reading	2	Hoover	At-Risk	127	66	52%	55%	3%
Reading	2	Hoover	SPED	29	11	38%	40%	2%
Math	KG	Hoover	All	172	77	45%	50%	5%
Math	KG	Hoover	Hispanic	109	48	44%	50%	6%
Math	KG	Hoover	Am. Indian	0	*	*	*	*
Math	KG	Hoover	Asian	7	*	*	*	*
Math	KG	Hoover	African Am.	42	15	36%	40%	4%
Math	KG	Hoover	Pac. Islander	0	*	*	*	*
Math	KG	Hoover	White	7	5	71%	75%	4%
Math	KG	Hoover	Two or More	7	5	71%	75%	4%
Math	KG	Hoover	Eco. Dis.	150	61	41%	45%	4%
Math	KG	Hoover	Emergent Bilingual	78	32	41%	45%	4%
Math	KG	Hoover	At-Risk	114	46	40%	45%	5%
Math	KG	Hoover	SPED	27	7	26%	30%	4%
Math	1	Hoover	All	186	85	46%	50%	4%
Math	1	Hoover	Hispanic	121	54	45%	50%	5%

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

May 2023 EOY	Gr.	Campus	Student Group	Tested	2023 Fall to Spring Met Projected Growth		2024 Incremental Growth Target	% Growth Needed
				2023				
				#	#	%		
Math	1	Hoover	Am. Indian	0	*	*	*	*
Math	1	Hoover	Asian	11	6	55%	60%	5%
Math	1	Hoover	African Am.	34	17	50%	55%	5%
Math	1	Hoover	Pac. Islander	0	*	*	*	*
Math	1	Hoover	White	12	5	42%	45%	3%
Math	1	Hoover	Two or More	8	*	*	*	*
Math	1	Hoover	Eco. Dis.	155	71	46%	50%	4%
Math	1	Hoover	Emergent Bilingual	76	38	50%	55%	5%
Math	1	Hoover	At-Risk	139	62	45%	50%	5%
Math	1	Hoover	SPED	25	11	44%	50%	6%
Math	2	Hoover	All	180	99	55%	60%	5%
Math	2	Hoover	Hispanic	106	57	54%	60%	6%
Math	2	Hoover	Am. Indian	1	*	*	*	*
Math	2	Hoover	Asian	2	*	*	*	*
Math	2	Hoover	African Am.	50	23	46%	50%	4%
Math	2	Hoover	Pac. Islander	0	*	*	*	*
Math	2	Hoover	White	16	13	81%	85%	4%
Math	2	Hoover	Two or More	5	5	100%	100%	0%
Math	2	Hoover	Eco. Dis.	149	82	55%	60%	5%
Math	2	Hoover	Emergent Bilingual	71	41	58%	60%	2%
Math	2	Hoover	At-Risk	131	79	60%	65%	5%
Math	2	Hoover	SPED	29	14	48%	50%	2%

# **CYPRESS-FAIRBANKS ISD**

## **Standard Expectations**

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

### **Curriculum and Instruction**

- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions. Teacher teams, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- 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 not limited to Chromebooks, 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 literacy schedule.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and the reading and writing block.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
  - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
  - Communicate and share conclusions using digital tools such as Google Suite, Flipgrid, WeVideo etc.
  - Incorporate the use of digital tools such as:

▪ Google Suite	▪ Amira Suite
▪ Scholastic Literacy Pro	▪ HMH Suite
▪ Scholastic Storyworks (2 <sup>nd</sup> -5 <sup>th</sup> )	▪ Library Resources
▪ Boost Reading	▪ 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
  - Utilize 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 ST Math Puzzle Talks, Number Talks, Math Talks, CFISD Fact Fluency Plan, ORIGO Box of Facts, 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 2<sup>nd</sup>-5<sup>th</sup> grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in digital creation and collaboration
  - Incorporate the use of digital tools such as ST Math, 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, 2<sup>nd</sup>-3<sup>rd</sup> = 60% of the time, 4<sup>th</sup>-5<sup>th</sup> = 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 district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

## Elementary Music (K- 5)

- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom pitched and unpitched instruments
- Create lessons and utilize activities that develop understanding of the elements of music such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- 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.
- Encourage students to connect learning in art with other areas of knowledge such as math, reading, and social studies.
- 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.