Cypress-Fairbanks Independent School District

Hancock Elementary School

2025-2026

Mission Statement

Cypress-Fairbanks Independent School District's Mission Statement

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

Hancock Elementary's Mission Statement

Hancock Elementary highly regardings quality teaching and meaningful learning. Our staff creates a learning experience for our students that embraces every student, meets every child where they are and encourges every student to grow and accomplish their educational goals.

Vision

Hancock Elementary will build and maintain a strong culture and community. Our campus utilizes strong instructional practices daily that is driven by data. Our students and staff will understand and implement the established systems consistently, that will allow for a safe and orderly environment for both our staff and our students. We, the staff of Hancock Elementary, are dedicated to our Campus 2024-25 Common Goals. Our staff will consistently model and teach the theme "Be Someone" who Lives Above the Line. Our staff believes in our students and teaches with confidence and care for all.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Hancock Elementary is a campus in Houston, TX. Hancock Elementary opened its doors in (1973). Hancock Elementary is projected to serve 751 students in grades Pre-Kindergarten - 5th during the 2025-2026 school year, which is an decrease from the previous year of 756 students in 2024-2025.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Hancock ES needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team (AKA: Campus Performance Objectives Council [CPOC]) met on (list date of MAY 19, 2025 CPOC), and again on September 23, 2025). The meetings were held in the library at Hancock ES. We plan to meet again on (November 19, 2025, February 25, 2026, and May 20, 2026) to review and revise the CNA as needed.

At the first meeting on (list date of MAY 19, 2025 CPOC), at the MAY meeting the following was discussed.

We met as a committee and discussed a needs assessment review by each grade level. We discussed having a CTE day next January based on the upcoming instructional calendar. We also conducted an evaluation of the CIP and how we performed on our goals. We set tentative goals for Primary ELAR and Math, 3-5 ELAR and Math and 5th grade Science.

At the second meeting on September 23, 2025 CPOC,
The CPOC Committee discussed the CPOC roles and responsibilities and the purpose of CPOC. We also went over general

updates and celebrations like our distinction in science. Afterwards, we reviewed the STAAR Data for the 24-25 School year in all content areas (Math, Science, ELAR) and reviewed the CIP Targets. We also discussed the root cause and the problems by content and then as a whole group. Each group (Content) reviewed the Strategies and Goals for Academic Achievement, ELAR, Math, and Science.

Below is a summary of the prioritized problems and related root cause identified by the Campus Leadership Team (AKA: CPOC) for the school to focus on during the 2025- 2026 school year:

Our first identified priority problem is Math. Our students in 4th grade math dropped 10% points on the STAAR exam.

Through the root cause analysis process, we identified: Classroom instruction is not aligned to planning outcomes.

Our second identified priority problem is: Our 3rd and 5th grade math scores did not improve, with 0% growth.

Through the root cause analysis process, we identified: First time instruction is not rigorous.

Our third identified priority problem is: Small group instruction is not data driven.

Through the root cause analysis process, we identified: We do not consistently implement small groups.

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Instructional Focus: We will ensure high-quality, standards-based first time instruction for all students, supported by data-driven small group interventions, with a targeted emphasis on strengthening academic achievement at all levels. Strategy: Students will participate in classroom instruction that is developed during planning. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal	Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Instructional Focus: We will ensure high-quality, standards-based first time instruction for all students, supported by data-driven small group interventions, with a targeted emphasis on strengthening academic achievement at all levels. Strategy: Students will participate in rigorous lessons developed during planning. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal	Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: Instructional Focus: We will ensure high-quality, standards-based first time instruction for all students, supported by data-driven small group interventions, with a targeted emphasis on strengthening academic achievement at all levels. Strategy: Students will engage in small group instruction based on data reviewed at data digs to meet their needs. **Strategy's Expected Result/Impact:** Meet or exceed STAAR targets **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math	Some Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. **Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principals PE Teacher Campus Nurse	Moderate Progress			

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 5: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Choir, GT, Flag Football, Basketball, Cheer **Strategy's Expected Result/Impact:** Provide students with the opportunity to have a well-rounded education. **Staff Responsible for Monitoring:** Principal	Considerable			

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 6: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs. **Strategy's Expected Result/Impact:** Salaries - The class size reduction teachers in 5th grade Math/Science and 5th grade ELAR will assist with meeting our students' goals in all content areas. Our testing coordinator will help our assessment process run effectively in accordance with TEA guidelines. Sub pay -When the class size reduction teacher is absent, Title 1 funds will cover the cost of the substitutes. Field Trips- We will send Kindergarten through 5th grade on a field trip to enrich their experiences and help develop schema. PBIS supplies - Students will earn incentives using PBIS cash. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP. Extra Duty Pay- Staff members will be paid for having 5 or more students in tutorials after school that supports our instructional goals as specified in the CIP. Parent Involvement: We will increase parent involvement throughout the year with events like Pastries with the Principals, Grandparents' Day Celebration, Curriculum Night, An Evening with Santa, etc... These events will help support our goal of increasing parent involvement. Temporary Worker - This worker will provide science interventions to improve our achievement data. Supplies: Classroom supplies such as ink, toner, anchor chart paper will increase student participation and support our instructional goals as specified in the CIP. **Staff Responsible for Monitoring:** Principal, Title 1 Coordinator	Considerable			

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 7: Improving Student Engagement: We will give out prizes and rewards to students who participate. **Strategy's Expected Result/Impact:** We will have more students engage in campus initiatives. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Club Sponsors, Behavior Interventionists	Some Progress			

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 8: Improving Student Engagement: We will also acknowledge students for their participation and effort through PBIS. **Strategy's Expected Result/Impact:** The students will work even harder to seek praise and acknowledgement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Behavior Interventionists, Club Sponsors	Considerable			

No Progress Accomplished Continue/Modify Discontinue

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal	Considerable			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal	Considerable			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: We will maintain a monitoring notebook to document individual students' progress. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal	Moderate Progress			

No Progress Accomplished Continue/Modify Discontinue

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: All students will complete 30-60 minutes per week within the IXL or AMIRA program and utilize the data to inform and adjust instruction. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists	Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists	Considerable			

No Progress Accomplished Continue/Modify Discontinue

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: All students will complete 30-60 minutes per week within the IXL or AMIRA program, and teachers will utilize the data to inform and adjust instruction. **Strategy's Expected Result/Impact:** Increased reading proficiency. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists	Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Foundational TEKS will be taught daily (district-provided Curriculum). **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists	Considerable			

No Progress Accomplished Continue/Modify Discontinue

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialists	Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. **Strategy's Expected Result/Impact:** Increased math proficiency **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists	Moderate Progress			

No Progress Accomplished Continue/Modify Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Campus Safety: BRINGING OUT THE BEST, WELL-MANANAGED CLASSROOMS (CLASS MEETINGS VIA ANNOUNCEMENTS) & PBIS lessons are shared with staff and students. **Strategy's Expected Result/Impact:** Students and staff feel safe in a warm and positive environment conducive to student learning **Staff Responsible for Monitoring:** Principal, AP's, IS's, Counselors, Teachers, and Support Staff	Considerable			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps. **Strategy's Expected Result/Impact:** 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Principal, Assistant Principals	Considerable			

No Progress Accomplished Continue/Modify Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

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

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	Some Progress			

No Progress Accomplished Continue/Modify Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports
Campus produced CDDR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Through restorative discipline practices and interventions, PBIS procedures, expectations, and common language, along with PBIS visuals that align for all student for campus wide expectations, Guidance lessons, & support groups. **Strategy's Expected Result/Impact:** Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, AP's, Behavior Interventionist, Counselors	Considerable			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Teachers will implement classroom management strategies and best practices in the restorative discipline in the classroom. **Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Teachers, Behavior Interventionist Specialist, Counselors, Assistant Principals	Considerable			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey. **Strategy's Expected Result/Impact:** 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee	Considerable			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course. **Strategy's Expected Result/Impact:** By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s)	Moderate Progress			

No Progress Accomplished Continue/Modify Discontinue

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 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	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Teacher/Paraprofessional Attendance: By fostering a culture of appreciation and recognition, staff attendance will increase. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. **Staff Responsible for Monitoring:** AP's, Teachers, Paraprofessionals, and Principal	Moderate Progress			

No Progress Accomplished Continue/Modify Discontinue

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: High-Quality Professional Development: All teachers will receive training and targeted support in curriculum, Schoology, planning lessons for rigor and relevance, along with helping to support their CF-TESS goals so they can be proficient and successful this school year. **Strategy's Expected Result/Impact:** Expected results are that the teachers will build their capacity and become more efficient and purposeful in their decision-making regarding curriculum, Schoology, management, and personal goals. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, AP's, Principal	Moderate Progress			

No Progress Accomplished Continue/Modify Discontinue

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Improving Social Media Presence: We plan to let parents know about our social media pages on all our communication (flyers, letterhead, school messenger, etc). **Strategy's Expected Result/Impact:** We expect more parent participation. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Secretary	Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Improving Social Media Presence: We also plan to include our social media pages in our Principal and Teacher Newsletter. **Strategy's Expected Result/Impact:** We expect to see more parents and community members following us on social media. **Staff Responsible for Monitoring:** Principal, Assistant Principals	Moderate Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: Improving Parent and Community Engagement: Survey our parents to get ideas of events they would like to attend. **Strategy's Expected Result/Impact:** We will plan events that parents will attend. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Culture Coach	Some Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 4: Improving Parent and Community Engagement: Plan and calendar events for parents in advance, so they can plan to attend. **Strategy's Expected Result/Impact:** We will get more parent participation if we give them advance notice of campus events. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Title 1 Coordinator	Moderate Progress			

No Progress Accomplished Continue/Modify Discontinue

CPOC

Committee Role	Name	Position
Principal	Natasha Jernagin	Principal (there is only one principal)
Teacher #1	Jonathan Hewitt	PreK
Teacher #2	Madison Truitt	Kindergarten
Teacher #3	Kristina Roberts	1st grade
Teacher #4	Sarah Boland-Hidalgo	2nd grade
Teacher #5	Sherell Gransberry	3rd grade
Teacher #6	Katianna White	4th grade
Teacher #7	Brilyant Turner	5th grade
Teacher #8	Sharon Rea	Life Skills
Other School Leader (Nonteaching Professional) #1	Ciera McCrory	Math Instructional Specialist
Other School Leader (Nonteaching Professional) #2	Jo Kovanda	Science Instructional Specialist
Other School Leader (Nonteaching Professional) #3	Stephanie Coleman	Assistant Principal
Other School Leader (Nonteaching Professional) #4	Ahdiayah Lawrence	ELAR Instructional Specialist
Other School Leader (Nonteaching Professional)	Hallison Dyson	Assistant Principal
Administrator LEA #1	Natalie Juergens	District Representative
Administrator LEA #2	Leslie Villere	District Representative
Paraprofessional #1	Deborah Wilkinson	Paraprofessional #1
Paraprofessional #2	Paraprofessional 2	Paraprofessional #2
Other School Leader (Nonteaching Professional)	LaTonya Martin	Assistant Principal
Parent #1	Kristen Grace	Parent
Parent #2	Parent 2	Parent #2
Community Member #1	Community Member 1	Community Member #1
Community Member #2	Community Member 2	Community Member #2
Business Representative #1	Business Representative 1	Business Representative #1
Business Representative #2	Business Representative 2	Business Representative #2
No Charter School in LEA	N/A N/A	No Charter School in LEA
No Tribal Association in LEA	N/A N/A	No Tribal Association in LEA

Addendums

Campus **Hancock**

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	**2025-26**	2026-27	2027-28	2028-29
Approaches or Above	70%	72%	74%	76%	78%
Meets or Above	38%	41%	44%	47%	50%
Masters Grade Level	18%	21%	24%	27%	30%

2025-26	**Target Check**
72%	Met District Strategic Target
41%	Met District Strategic Target
21%	Met District Strategic Target

3rd Grade Early Childhood Reading Board Outcome Goal (Meet or Higher)					
	2024-25	**2025-26**	2026-27	2027-28	2028-29
All	47%	49%			
African Am.	40%	42%			
Two or More	56%	58%			
Eco. Dis.	45%	47%			
EB	33%	35%			
SPED	28%	30%			
Highly Mobile	100%	100%			
High Focus	46%	48%			

2025-26	**Target Check**
50%	Met Reading Board Outcome Target
45%	Met Reading Board Outcome Target
67%	Met Reading Board Outcome Target
48%	Met Reading Board Outcome Target
38%	Met Reading Board Outcome Target
33%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
48%	Met Reading Board Outcome Target

3rd Grade Early Childhood Math Board Outcome Goal (Meet or Higher)					
	2024-25	**2025-26**	2026-27	2027-28	2028-29
All	21%	23%			
African Am.	12%	14%			
Two or More	11%	13%			
Eco. Dis.	18%	20%			
EB	33%	35%			
SPED	17%	19%			
Highly Mobile	100%	100%			
High Focus	18%	20%			

2025-26	**Target Check**
25%	Met Math Board Outcome Target
16%	Met Math Board Outcome Target
33%	Met Math Board Outcome Target
21%	Met Math Board Outcome Target
38%	Met Math Board Outcome Target
38%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
21%	Met Math Board Outcome Target

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

To ensure the privacy of small student groups, data for performance levels with fewer than five students are not shown.

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count 2026	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					#	%	#	%	%	#	%	%	#	%
Reading	3	Hancock	ES9	All	118	78%	100	85%	47%	59	50%	14%	21	18%
Reading	3	Hancock	ES9	Hispanic	50	76%	42	84%	45%	25	50%	15%	15	30%
Reading	3	Hancock	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Hancock	ES9	Asian	6	100%	6	100%	86%	5	83%	*	3	50%
Reading	3	Hancock	ES9	African Am.	51	75%	42	82%	40%	23	45%	*	0	0%
Reading	3	Hancock	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Hancock	ES9	White	8	83%	7	88%	58%	4	50%	*	2	25%
Reading	3	Hancock	ES9	Two or More	3	78%	3	100%	56%	2	67%	*	1	33%
Reading	3	Hancock	ES9	Eco. Dis.	92	78%	73	79%	45%	44	48%	11%	10	11%
Reading	3	Hancock	ES9	EB	21	83%	17	81%	*	8	38%	*	2	10%
Reading	3	Hancock	ES9	At-Risk	28	67%	19	68%	29%	9	32%	10%	3	11%
Reading	3	Hancock	ES9	SPED	21	50%	11	52%	28%	7	33%	*	1	5%
Reading	3	Hancock	ES9	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Hancock	ES9	High Focus	102	77%	80	78%	46%	49	48%	11%	12	12%
Reading	4	Hancock	ES9	All	123	73%	104	85%	44%	59	48%	23%	33	27%
Reading	4	Hancock	ES9	Hispanic	37	79%	33	89%	59%	24	65%	31%	15	41%
Reading	4	Hancock	ES9	Am. Indian	1	*	1	100%	*	0	0%	*	1	100%
Reading	4	Hancock	ES9	Asian	9	100%	9	100%	88%	8	89%	*	2	22%
Reading	4	Hancock	ES9	African Am.	55	63%	43	78%	25%	17	31%	13%	11	20%
Reading	4	Hancock	ES9	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Reading	4	Hancock	ES9	White	11	88%	10	91%	*	7	64%	*	3	27%
Reading	4	Hancock	ES9	Two or More	9	*	7	78%	*	2	22%	*	1	11%
Reading	4	Hancock	ES9	Eco. Dis.	86	66%	58	67%	33%	29	34%	12%	11	13%
Reading	4	Hancock	ES9	EB	18	82%	15	83%	45%	9	50%	*	1	6%
Reading	4	Hancock	ES9	At-Risk	32	63%	21	66%	28%	10	31%	10%	4	13%
Reading	4	Hancock	ES9	SPED	24	33%	8	33%	*	3	13%	*	1	4%
Reading	5	Hancock	ES9	All	109	72%	89	82%	49%	58	53%	26%	32	29%
Reading	5	Hancock	ES9	Hispanic	42	82%	39	93%	65%	30	71%	35%	17	40%
Reading	5	Hancock	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	5	Hancock	ES9	Asian	10	71%	8	80%	*	5	50%	*	2	20%
Reading	5	Hancock	ES9	African Am.	44	60%	31	70%	27%	14	32%	11%	8	18%
Reading	5	Hancock	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Hancock	ES9	White	9	80%	8	89%	73%	7	78%	40%	4	44%
Reading	5	Hancock	ES9	Two or More	4	75%	3	75%	63%	2	50%	*	1	25%
Reading	5	Hancock	ES9	Eco. Dis.	72	73%	53	74%	47%	34	47%	21%	15	21%
Reading	5	Hancock	ES9	EB	21	63%	14	67%	38%	8	38%	*	1	5%
Reading	5	Hancock	ES9	At-Risk	63	62%	40	63%	34%	22	35%	16%	11	17%
Reading	5	Hancock	ES9	SPED	20	25%	6	30%	*	3	15%	*	1	5%
Math	3	Hancock	ES9	All	118	53%	70	59%	21%	29	25%	*	23	19%
Math	3	Hancock	ES9	Hispanic	50	61%	34	68%	24%	12	24%	*	10	20%
Math	3	Hancock	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Hancock	ES9	Asian	6	100%	6	100%	71%	4	67%	*	3	50%
Math	3	Hancock	ES9	African Am.	51	35%	22	43%	12%	8	16%	*	7	14%
Math	3	Hancock	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Hancock	ES9	White	8	67%	6	75%	*	4	50%	*	2	25%
Math	3	Hancock	ES9	Two or More	3	67%	2	67%	*	1	33%	*	1	33%
Math	3	Hancock	ES9	Eco. Dis.	92	52%	49	53%	18%	19	21%	*	7	8%

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count 2026	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					#	%	#	%	%	#	%	%	#	%
Math	3	Hancock	ES9	EB	21	*	10	48%	*	8	38%	*	1	5%
Math	3	Hancock	ES9	At-Risk	28	41%	12	43%	18%	5	18%	*	1	4%
Math	3	Hancock	ES9	SPED	21	39%	9	43%	*	8	38%	*	2	10%
Math	3	Hancock	ES9	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Hancock	ES9	High Focus	102	52%	54	53%	18%	21	21%	*	4	4%
Math	4	Hancock	ES9	All	123	42%	64	52%	25%	36	29%	8%	13	11%
Math	4	Hancock	ES9	Hispanic	37	56%	25	68%	36%	15	41%	*	6	16%
Math	4	Hancock	ES9	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Math	4	Hancock	ES9	Asian	9	63%	7	78%	63%	5	56%	*	2	22%
Math	4	Hancock	ES9	African Am.	55	30%	23	42%	11%	11	20%	*	4	7%
Math	4	Hancock	ES9	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Math	4	Hancock	ES9	Two or More	9	*	7	78%	*	3	33%	*	1	11%
Math	4	Hancock	ES9	Eco. Dis.	86	36%	32	37%	15%	14	16%	*	5	6%
Math	4	Hancock	ES9	EB	18	45%	8	44%	*	4	22%	*	1	6%
Math	4	Hancock	ES9	At-Risk	32	27%	9	28%	13%	5	16%	*	1	3%
Math	4	Hancock	ES9	SPED	24	*	5	21%	*	2	8%	*	0	0%
Math	5	Hancock	ES9	All	109	65%	80	73%	43%	50	46%	19%	25	23%
Math	5	Hancock	ES9	Hispanic	42	71%	36	86%	47%	23	55%	32%	14	33%
Math	5	Hancock	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	Hancock	ES9	Asian	10	71%	8	80%	*	4	40%	*	2	20%
Math	5	Hancock	ES9	African Am.	44	47%	25	57%	24%	13	30%	*	5	11%
Math	5	Hancock	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Hancock	ES9	White	9	93%	8	89%	73%	7	78%	33%	3	33%
Math	5	Hancock	ES9	Two or More	4	75%	3	75%	63%	3	75%	*	1	25%
Math	5	Hancock	ES9	Eco. Dis.	72	62%	45	63%	38%	26	36%	15%	11	15%
Math	5	Hancock	ES9	EB	21	63%	13	62%	38%	8	38%	*	3	14%
Math	5	Hancock	ES9	At-Risk	63	51%	33	52%	30%	20	32%	8%	6	10%
Math	5	Hancock	ES9	SPED	20	25%	5	25%	*	2	10%	*	0	0%
Science	5	Hancock	ES9	All	109	66%	76	70%	35%	43	39%	14%	19	17%
Science	5	Hancock	ES9	Hispanic	42	76%	34	81%	44%	21	50%	18%	11	26%
Science	5	Hancock	ES9	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	Hancock	ES9	Asian	10	71%	8	80%	*	5	50%	*	2	20%
Science	5	Hancock	ES9	African Am.	44	47%	23	52%	16%	10	23%	*	3	7%
Science	5	Hancock	ES9	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Hancock	ES9	White	9	87%	8	89%	53%	5	56%	*	2	22%
Science	5	Hancock	ES9	Two or More	4	75%	3	75%	63%	2	50%	*	1	25%
Science	5	Hancock	ES9	Eco. Dis.	72	63%	46	64%	32%	23	32%	10%	8	11%
Science	5	Hancock	ES9	EB	21	56%	12	57%	31%	7	33%	*	2	10%
Science	5	Hancock	ES9	At-Risk	63	52%	34	54%	22%	15	24%	*	3	5%
Science	5	Hancock	ES9	SPED	20	30%	7	35%	*	7	35%	*	1	5%

Content Area
Standard Expectations

English Language Arts/Reading

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and high-quality first-time instruction.
- Model and facilitate reading and writing routines to teach and reinforce critical TEKS. (Ex. think alouds, explicit instruction, modeling reading and writing processes, independent reading and writing, reading and writing conferences, grammar instruction that focuses on meaning and effect.)
- Provide opportunities for students to engage in independent reading to improve fluency and stamina.
- Use questioning strategies to guide students to the depth and complexity of the reading and writing TEKS.
- Design learning experiences that foster academic discourse and collaboration, including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and plan for instruction.
- Utilize appropriate scaffolds and extensions to meet the unique needs of all learners.

Mathematics

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Encourage students to use precise mathematical vocabulary.
- Use graphing technology and other technology such as to discover relationships and compare multiple representations.

Science

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the Scientific and Engineering Practices (SEPs) 40% of instructional time
- Articulate learning outcomes.
- Encourage sense-making and model creation.
- Promote student voice. Students should be given opportunities to choose how they engage with science in ways that matter.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Utilize phenomena.
- Incorporate Recurring Themes and Concepts (RTCs)
- Build on prior knowledge.
- Utilize appropriate scaffolds to meet the unique needs of all learners (extended and reinforced).

Social Studies

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Incorporate the use of small group instruction to meet the needs of individual learners.

LOTE

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Teach and speak in the target language significantly more than English in all levels (target 90%). Use strategies (i.e. visual cues, acting out, modeling, cognates, synonyms, etc.) to ensure student understanding and limit or avoid English translation.
- Use activities that move students beyond “word-level” performance. All students are working towards building sentences (Lvl. 1), strings of sentences (Lvl. 2), and paragraph-length narration (Lvl. 3+).
- Design instruction to discover grammar in a context instead of using isolated mechanical or rote drills.
- Use authentic real-world tasks that integrate listening, speaking, reading and writing. All tasks should support students’ ability to use their language in real-world scenarios.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.