

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 regards 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 encourages 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.

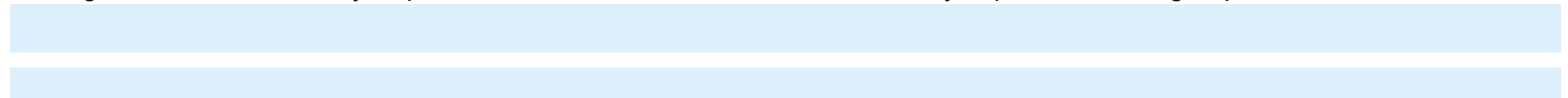
Through the root cause analysis process, we identified: Classroom instruction is not aligned to planning outcomes.

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.



Demographics

Demographics Summary

At Hancock we serve 332 African American students, 260 Hispanic, 65 White, 48 MultiRace, 72 ESL students, 136 SpED and 513 ED students. Our campus is a 84% Economically Disadvantaged. All of our students eat a free breakfast and lunch. On average we are feeding breakfast 499 and lunch 612 Meals.

In our Special Programs, we serve ECSE, Life Skills, Resource/General Ed, Speech and Speech Only and 3 Pre-Kinder Units.

- ECSE-14
- ECSE Speech only- 3
- Total ECSE combined- 17
- Gen. Resource-69
- LS-18
- Speech Only-32
- Total all together- 136

Overall, regarding discipline we have on average 73 - 120 office referrals per 9 weeks.

Demographics Strengths

Our campus staff and student demographics are closely reflective to one another.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Understanding the needs and the nature of our student populations, our parents and community as a whole.

Root Cause: Cultural awareness.

Problem Statement 2: RLA: All student in 3-5 student populations need to increase reading comprehension, revision and editing and creating successful in ECR's.

Root Cause: Lack of preparation for first instruction. Limited in experience and capacity, due to 0-3 year teaching experience. Teachers are learning new curriculum and adapting to STAAR 2.0. Our teachers will need more professional development to enhance their knowledge and increase the preparation for first instruction, accelerated comprehension and successfully written ECR's.

Student Learning

Student Learning Summary

The STAAR Results for the 2024 School Year revealed celebrations in grades 3-5 in all content areas (Math, Science, ELAR).

On the 3rd Grade Reading STAAR overall, our students grew by 5% in the Meets category and 12% Masters. Our Hispanic population performed at 20% Masters and Asian at 12% Approaches. In our African American subpopulation students showed growth in two categories, 3% in Approaches and 10% Meets. Our white sub pop was at 19% growth in Meets, EcoDis at 1% and 12% was maintained at Masters. At risk students grew by 8%.

In 4th grade ELAR growth was made with the Hispanic population by 5% in Approaches, 14% in Meets and 2% in Masters. White subpopulation performed 16% higher than the previous year.

Fifth Grade Reading overall grew by 1% in in Master's and our LEP population showed an increase in percentage points in both Meets (9%) and Masters (10%).

In 3rd grade math, our Asian population grew by 20%. However, our 4th grade students overall grew by 6%. Hispanic students grew in Approaches by 11%, White by 35%, EcoDis by 10% and At-Risk by 1%.

Our 5th grade students showed growth in each category in Math. Overall, 5th graders grew by 1% Approaches, Meets by 8% and 13% in Masters. Our Hispanic students grew by 5% in Meets and our Asian sub pop showed growth by 7% in Approaches. African American students grew by 10% in Approaches and 3% in Meets. Our White students grew 1%, Eco Dis. by 8% Meets and 6% Masters. Students who identify as At-Risk grew by 8% in the Meets category.

Overall, our students in the all group grew by 1% in Masters. LEP students in 5th grade science grew by 3% in Meets.

Student Learning Strengths

The committee also agrees that Kindergarteners showed growth in alphabet, letter sound recognition and knowledge, subitizing and recognizing. The students also showed growth in subitizing and recognizing numbers. First grade students showed growth in mClass, phonemic awareness and HFW's. They also had huge celebrations at the end of the year with writing. The committee agrees that there was growth obtained from the beginning of the year to the end of the year in Math and ELAR in 3rd grade. They also acknowledged the growth in differentiated instruction based on data. Nonfiction was a strength in all grade levels.

The committee agreed that there is consistency with concrete representation in classrooms and students using math manipulatives to solve problems. They also express that there is good usage of academic math vocabulary used in the primary classrooms. The end of year data states that the overall percentage of growth in primary math was at 3% over district the district average.

The committee found that 2nd - 5th Grade Math showed growth in math with multi-step problems.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Understanding the needs and the nature of our student populations, our parents and community as a whole.

Root Cause: Cultural awareness.

Problem Statement 2: RLA: All student in 3-5 student populations need to increase reading comprehension, revision and editing and creating successful in ECR's.

Root Cause: Lack of preparation for first instruction. Limited in experience and capacity, due to 0-3 year teaching experience. Teachers are learning new curriculum and adapting to STAAR 2.0. Our teachers will need more professional development to enhance their knowledge and increase the preparation for first instruction, accelerated comprehension and successfully written ECR's.

School Processes & Programs

School Processes & Programs Summary

Primary PD

Bingo

Be the first to receive five “BEE” stamps and receive a reward! You won’t want to miss out!

Attend these bite-sized PDs to receive a stamp.

10/2

*Lesson Frames 101

9/25

*Understanding Schoology

10/9

*Decodable Small Groups

9/23

Slide Deck Training

10/2

WORKSTATION WORKSHOP

9/27

*Structured Literacy

10/30

*Differentiation 101

10/4

Data & Small Groups

9/25

Anchor Chart-How Tos

*Indicates during your planning time.

Hope to see you there!

3rd-5th Grade PD

BINGO

Be the first to receive five “LEAF” stamps and receive a reward! You won’t want to miss out!

Attend these bite-sized PDs to receive a stamp.

10/2

*Rigby Readers for Small Group and Independent work

9/23

Anchor Chart- How Tos
Room 106
4:15-5:15

10/11

*Grammar/ POP Weekly teaching Progression

10/30

After School Office Hours
Room 106
4:15-5:15 pm

10/4

*Creating Small Groups using Data

9/25

*ECR Training 4th and 5th (Mandatory)

10/9

*Slide Deck Training

10/4

*Foundational Skills/ Thursday Small Groups

10/16

After School Office Hours
Room 106
4:15-5:15 pm
Focus: TEKS

9/30

*Lesson Frames 101

10/23

After School Office Hours
Room 106
4:15-5:15 pm

10/30

*Differentiation & Scaffolding
Strategies for Special Populations (EBs, GT, 504, SPED)

*Indicates during your planning time.

Hope to see you there!

School Processes & Programs Strengths

Our campus is a coaching campus, we believe in coaching and guiding teachers with relevant professional development, structures and systems to support our programs and all

professionals.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
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	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
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	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable

Strategy 3 Details	Formative Reviews		
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	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Moderate Progress
Strategy 4 Details	Formative Reviews		
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	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 5 Details	Formative Reviews		
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	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished

Strategy 6 Details	Formative Reviews		
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	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 7 Details	Formative Reviews		
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	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished

Strategy 8 Details	Formative Reviews		
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	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
 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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
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	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
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	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
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	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable



No Progress



Accomplished



Continue/Modify



Discontinue

District Goal 5: 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 5.1: 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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
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	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
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	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
 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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: BRINGING OUT THE BEST, WELL-MANAGED 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	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 Accomplished
Strategy 2 Details	Formative Reviews		
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	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
 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	Formative Reviews		
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	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
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	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 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 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	Formative Reviews		
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	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
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	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
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	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
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)	Formative		
	Nov	Feb	May
	 Moderate Progress	 Accomplished	 Accomplished
 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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
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	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 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	Formative Reviews		
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	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable
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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
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	Formative		
	Nov	Feb	May
	 Moderate Progress	 Accomplished	 Accomplished
Strategy 2 Details	Formative Reviews		
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	Formative		
	Nov	Feb	May
	 Moderate Progress	 Accomplished	 Accomplished
Strategy 3 Details	Formative Reviews		
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	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable

Strategy 4 Details	Formative Reviews		
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	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
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	Patrica Hicks
Community Member #2	Community Member 2	Raquel Runnels
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	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
					2026	%	%	%	%	%	%	%	%	%
					#	%	#	%	%	#	%	%	#	%
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	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
					2026									
					#	%	#	%	%	#	%	%	#	%
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.