

Cypress-Fairbanks Independent School District

Hoover Elementary School

2025-2026

Mission Statement

Equip students today to impact tomorrow.

Vision

Create a thriving educational community where each student's full potential is cultivated, realized, and celebrated to ensure lifelong success.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

(Campus name) is a campus in (city, state). (Campus Name) is projected to serve (number) students in grades (grades at the campus) during the 2025-26 school year, which is a (increase or decrease) from the previous year of (total enrolled in 2024-25).

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

(Campus Name)'s 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 (date of last CPOC in May 2025), and again on (date of September 2025 CPOC). The meetings were held in the (location). We plan to meet again on (November 2025, February 2026, and May 2026 CPOC dates) to review and revise the CNA as needed.

At the first meeting on (date of last CPOC in May 2025):

(Copy from the meeting minutes what happened during the meeting. These should be in the 2024-25 Title I crate under May CPOC Documentation - Minutes. This needs to be in paragraph format and NOT a bulleted list.)

The following data were evaluated from the 2024-25 school year:

(Bulleted list of data reviewed by CPOC at the May 2025 meeting)

At the second meeting on (September 2025 CPOC meeting date), the CPOC:

(Copy from the meeting minutes what happened during the meeting. These should be in the 2025-26 Title I crate under

September CPOC Documentation - Minutes. This needs to be in paragraph format and NOT a bulleted list.)

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the Campus Leadership Team (AKA: CPOC) for the school to focus on during the 2025-26 school year:

Our first identified priority problem in the area of **student achievement** is (describe the problem). Through the root cause analysis process, we identified (describe the root cause of this problem).

Our second identified priority problem in the area of **student achievement** is (describe the problem). Through the root cause analysis process, we identified (describe the root cause of this problem).

Our third identified priority problem is in the area of (select attendance, graduation rate, attendance, CCMR, behavior management etc.) is (describe the problem). Through the root cause analysis process, we identified (describe the root cause of this problem).

Demographics

Demographics Summary

Student Mobility: 16.1% mobile students

Low Impact Moderate Impact High Impact

- Teacher Retention & Experience:

Mostly experienced (5+ years) Mix Mostly new/novice (0 – 4 years)

- Attendance Rate: 93.92% (district goal 95%)

Above district goal Below district goal

- Discipline Referrals/Suspensions:

Minimal Moderate High

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.

Growth mindset campus initiatives; strong PBIS; reading and math interventionists; PEAMABL interventions; temporary workers to provide support

Student Achievement

Student Achievement Strengths

Staff-identified strengths: Positive campus culture, Strong collaboration, and Focused, targeted student support. In addition to this data shows that K (English and Spanish) and 2nd grade met or surpassed the 2024-25 Math and Reading MAP targets. 2nd grade met or surpassed their Student Math and Reading RIT growth targets. 2nd grade students surpassed district and other cluster schools on all the Math DPM's.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: The 1st grade students did not meet or surpass their academic targets or RIT scores.

Root Cause: Instructional Focus Root Cause #1: Lack of rigor and differentiation of instruction - specifically in 1st grade

Problem Statement 2: Instructional Focus Problem #2: The 1st grade students did not meet or surpass their academic targets or RIT scores.

Root Cause: Instructional Focus Root Cause #2: Newer teachers and teachers struggling with classroom management - specifically in 1st grade

Problem Statement 3: Instructional Focus Problem #3:

Root Cause: Instructional Focus Root Cause #3:

Problem Statement 4: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps.

Root Cause: Need to deepen economically disadvantaged/at-risk student academic understandings/build schema and need to provide supplemental staffing support such as: behavior specialist and class size reduction teacher

School Culture and Climate

School Culture and Climate Strengths

- Positive campus culture with strong collaboration.
- All staff are trained and utilizing PBIS verbiage/resources.
- 86 students received positive behavior referrals.
- Heroes of the Month are selected and recognized monthly.
- Regular PBIS incentive celebrations.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Hoover had 3 SOS placements during the 24-25 school year.

Root Cause: These were the result of a lack of systems in various areas, leading to issues in student behavior.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- Teacher Retention & Experience: Hoover has a mix of experienced and new teachers. This variety is beneficial to the learning climate.
- Teachers participate in weekly faculty meetings focused on building teacher capacity.
- The weekly FTP (From the Principal) communication shares pocket PD focused on the needed areas to build teacher capacity.
- All teachers are highly qualified or are pursuing certification to become highly qualified.
- 75% of the teachers working at Hoover have been at the campus for 2+ years.
- 95% of the administrative team have been at Hoover 3+ years.
- 98% of the staff feel there are opportunities for professional development.
- 100% of our employees feel safe at work.
- 100% of our employees say quality work is expected.
- 97% of our staff say they are provided feedback about their performance.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: 3% of the staff do not received feedback on performance

Root Cause: There is no walk-through system for paraprofessionals as there is for teachers.

Family and Community Engagement

Family and Community Engagement Strengths

- Approximately 50-75% of our Hoover families are actively involved in school functions.
- 1 parent volunteers regularly with SRC animal demos
- Parents attend family events in the evening.
- Students participate in academic challenges that are sent home, and parents partner on these.
- 50-60 storybook character pumpkins were sent in as completed by families.
- 75% of students participate in various dress-up days.
- 75% of our families participate in family projects (i.e., disguise a turkey, cultural dolls, etc.)
- Parents indicate in the Title 1 survey that communication is effective.
- Parent readers come one time a month to read to classes.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Hoover does not have a lot of parent volunteers.

Root Cause: The path to volunteering from start to finish is not clear to parents.

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: MAP RLA, Math, and Science
- Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: Building on our strong culture, collaboration, and commitment to targeted support, we will continue to grow by increasing instructional rigor and differentiation. Through planning, master teacher walks and shared best practices, we will design learning experiences that challenge all students to think deeply and achieve at high levels. By knowing our students well and working together as a team, we will provide the right support and stretch for every learner--ensuring that all children are seen, heard, and pushed toward their full potential. Strategy: Clearly define rigor and differentiation for the campus and provide visual representations for teachers to build from throughout the year. Strategy's Expected Result/Impact: When staff collaboratively define rigor and differentiation, it eliminates ambiguity and ensures everyone is working from the same playbook. This leads to more consistent expectations across classrooms, grade levels, and departments. Staff Responsible for Monitoring: Campus Administration	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished

Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: Building on our strong culture, collaboration, and commitment to targeted support, we will continue to grow by increasing instructional rigor and differentiation. Through planning, master teacher walks and shared best practices, we will design learning experiences that challenge all students to think deeply and achieve at high levels. By knowing our students well and working together as a team, we will provide the right support and stretch for every learner--ensuring that all children are seen, heard, and pushed toward their full potential. Strategy: Utilize master teacher walks to provide specific feedback on the targeted areas. We will also utilize master teacher data to move teachers through the various tiers. Strategy's Expected Result/Impact: Master teacher walks provide targeted, high-quality feedback that's grounded in instructional expertise. Teachers receive actionable insights on specific areas like rigor, differentiation, engagement, or formative assessment--leading to faster, more focused growth. Staff Responsible for Monitoring: Campus Administration	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: Building on our strong culture, collaboration, and commitment to targeted support, we will continue to grow by increasing instructional rigor and differentiation. Through intentional planning, master teacher walks and shared best practices, we will design learning experiences that challenge all students to think deeply and achieve at high levels. By knowing our students well and working together as a team, we will provide the right support and stretch for every learner--ensuring that all children are seen, heard, and pushed toward their full potential. Strategy: Focus on monitoring notebooks and using data to drive instruction with more fidelity. Strategy's Expected Result/Impact: When teachers use data with fidelity (MAP scores, formative assessments, notebook evidence), instruction becomes targeted and intentional. Lessons are tailored to student needs, accelerating growth for struggling learners and pushing high performers further. Staff Responsible for Monitoring: Campus Administration	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
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: Principal and PE Coach	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 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: House Teams, Bringing Out the Best, Growth Mindset, Makerspace, PE, Art, Music, and ABL, enrichment lessons/activities, grade-level partnerships, author visits, field trips, and special presentations. Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education. Staff Responsible for Monitoring: Campus Administration	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 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: - (1) behavior specialist - (1) class size reduction teacher - temporary workers to provide intervention for students - staff development for teachers - instructional supplies to supplement classroom instruction - field trips to expand student prior knowledge of instructional topics Staff Responsible for Monitoring: Principal and Administration	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Accomplished
Strategy 7 Details	Formative Reviews		
Strategy 7: Improving Student Engagement: Hero High Five Lunches Strategy's Expected Result/Impact: Students will be encouraged to grow academically to receive academic growth recognition. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 8 Details	Formative Reviews		
Strategy 8: Improving Student Engagement: Positive Behavior Referrals and PBIS Incentives Strategy's Expected Result/Impact: Students will choose to make good choices to receive recognition and be able to purchase incentives utilizing campus cash. This will impact learning because behavior is on target. Staff Responsible for Monitoring: Campus Administration	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will utilize data from their monitoring notebooks to differentiate and drive instruction. Strategy's Expected Result/Impact: Data-Driven Instruction (DDI), will move teaching away from a one-size-fits-all approach to one where decisions about content, pace, and support are constantly adjusted based on evidence of student learning. Staff Responsible for Monitoring: Campus Administration	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Moderate Progress
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will analyze and apply actionable feedback from regular walkthroughs to make timely, data-informed adjustments to their teaching practices. Strategy's Expected Result/Impact: Teachers can refine lesson delivery, pacing, questioning techniques, and engagement strategies in real time. Staff Responsible for Monitoring: Campus Administration	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Staff will participate in campus conversations and professional development, defining rigor and differentiation and what it looks like, sounds like, and is on our campus. Strategy's Expected Result/Impact: When staff collaboratively define rigor and differentiation, it eliminates ambiguity and ensures everyone is working from the same playbook. This leads to more consistent expectations across classrooms, grade levels, and departments. Staff Responsible for Monitoring: Campus Administration	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished



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: Teachers will utilize data from their monitoring notebooks to differentiate and drive instruction. Strategy's Expected Result/Impact: Data-Driven Instruction (DDI), will move teaching away from a one-size-fits-all approach to one where decisions about content, pace, and support are constantly adjusted based on evidence of student learning. Staff Responsible for Monitoring: Campus Administration	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will analyze and apply actionable feedback from regular walkthroughs to make timely, data-informed adjustments to their teaching practices. Strategy's Expected Result/Impact: Teachers can refine lesson delivery, pacing, questioning techniques, and engagement strategies in real time. Staff Responsible for Monitoring: Campus Administration	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Staff will participate in campus conversations and professional development, defining rigor and differentiation and what it looks like, sounds like, and is on our campus. Strategy's Expected Result/Impact: When staff collaboratively define rigor and differentiation, it eliminates ambiguity and ensures everyone is working from the same playbook. This leads to more consistent expectations across classrooms, grade levels, and departments. Staff Responsible for Monitoring: Campus Administration	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 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: 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: Campus EOP Representative	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 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

Summative Evaluation: Some progress made toward meeting Objective

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	 Some Progress	 Some Progress
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	 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

Summative Evaluation: Significant progress made toward meeting Objective

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. Strategy's Expected Result/Impact: Violent incidents will be 0% Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 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. Using Bringing Out the Best SEL curriculum we will teach students the social and emotional skills needed to be successful at school. Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: BI's, BOTB coordinator, and administration	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 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
	 Some Progress	 Moderate Progress	 Considerable

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
	 Considerable	 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/Para Attendance - Plan regular celebrations and recognitions monthly to let teachers know their value at school every day. Strategy's Expected Result/Impact: Increase staff attendance. Staff Responsible for Monitoring: Administration and Teachers	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Some Progress
Strategy 2 Details	Formative Reviews		
Strategy 2: Teacher/Paraprofessional Attendance: Create fun competitions/incentives to encourage attendance and hold one another accountable - build the team. Strategy's Expected Result/Impact: Increase staff attendance Staff Responsible for Monitoring: Campus administration	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Some 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, 95% of teachers will receive job targeted professional development based on identified needs.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Social-Emotional, PBIS training, Growth Mindset, HMH, Capturing Kids Hearts, Restorative Circles, ABL. PD plan will be developed and implemented with data gathered from Master Teacher walk-throughs. Strategy's Expected Result/Impact: Teachers will grow in their implementation of these items in their classrooms, working to help close the gaps. Staff Responsible for Monitoring: Principal and AP's	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: High Quality Professional Development: Provide incentives to build buy-in for staff to attend and implement professional development into their instruction with fidelity. Strategy's Expected Result/Impact: Meet or exceed targets on attached data tables Staff Responsible for Monitoring: Administration	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Moderate Progress
Strategy 3 Details	Formative Reviews		
Strategy 3: High-Quality Professional Development: All teaching staff will participate in 6-week coaching cycles utilizing the SIBME platform. Strategy's Expected Result/Impact: Increased teacher awareness, self-reflection, and professional growth. Staff Responsible for Monitoring: Instructional Leadership team	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Some Progress

Strategy 4 Details	Formative Reviews		
Strategy 4: High-Quality Professional Development: All teaching staff will receive training on rigor and differentiation throughout the year to clearly define on our campus. Strategy's Expected Result/Impact: Students will experience more engaging, challenging, and appropriately tailored instruction that meets diverse learning needs, resulting in higher academic achievement, increased critical thinking, and greater student ownership of learning. Staff Responsible for Monitoring: Campus Administration	Formative		
	Nov	Feb	May
	 Considerable	 Moderate Progress	 Accomplished
 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 opportunities will increase by 5%

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: Strategy's Expected Result/Impact: A stronger social media presence builds trust and transparency with families, keeps parents informed and engaged, and celebrates student success. This increased connection encourages family participation in school activities, reinforces learning at home, and fosters a positive school culture that supports higher student achievement. Staff Responsible for Monitoring: Campus Administration	Formative		
	Nov	Feb	May
	 Considerable	 Moderate Progress	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Parent and Community Engagement: Parent Attendance at Events Strategy's Expected Result/Impact: Students will demonstrate higher academic achievement, improved attendance, and stronger social-emotional skills because families and the community are actively engaged as partners in the learning process. Staff Responsible for Monitoring: Campus Administration	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: Parent Volunteer Opportunities Strategy's Expected Result/Impact: When parents volunteer, students see a stronger connection between home and school, which fosters higher motivation, an increased sense of belonging, and stronger academic outcomes. Volunteer support also expands instructional capacity by providing additional help for enrichment, small group learning, and schoolwide initiatives. Staff Responsible for Monitoring: Campus Administration	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished



No Progress



Accomplished



Continue/Modify



Discontinue

CPOC

Committee Role	Name	Position
Principal	Michelle Rice	Principal (there is only one principal)
PK Teacher	Adam Greenwald	Teacher
PK Teacher	Carolyn Redwood	Teacher
K Teacher	Melissa Mueller	Teacher
K Teacher	Ruby Jha	Teacher
1st Grade Teacher	Kristen Phipps	Teacher
1st Grade Teacher	Nancy Gallegos	Teacher
2nd Grade Teacher	Juanita Torres	Teacher
2nd Grade Teacher	Kristine Reeves	Teacher
Teacher	Angie Gilchrist	Behavior Specialist
Other School Leader (nonteaching professional) #1	Lara Schlarmann	Literacy Specialist
Other School Leader (nonteaching professional) #2	Sheree Jones	Counselor
Other School Leader (nonteaching professional) #3	Delinda Muir	M/S Instructional Specialist
Paraprofessional	Patricia Alfredson	Paraprofessional
Paraprofessional	Shauntina Joyner	Paraprofessional
Administrator LEA #1	Christina Getschmann	Primary Curriculum Coordinator
Administrator LEA #1	Danielle Olivier	Coordinator Dyslexia and Other Related Services
Parent	Lourdes Duran	Parent
Parent	Christina Jenkins	Parent
Community Member	Collandra Billips	Community Member
Community Member	Barbara Kirby	Community Member
Business Representative	Jordan Weaver	Business Representative
Business Representative	Juan Carlos	Business Representative
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

Hoover

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Met Projected Growth	71%	73%	75%	77%	79%

2025-26	Target Check
39%	Did not meet District Strategic Target

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

*Note that student groups less than 5 are masked to protect the small group privacy.

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count	2025 Met Projected Growth	2026 Fall to Spring Met Projected Growth	2026 Fall to Spring Met Projected Growth Target
					2026			
					#	%	#	%
Reading (English)	KG	Hoover	ES8	All	163	48%	85	52%
Reading (English)	KG	Hoover	ES8	Hispanic	116	56%	75	65%
Reading (English)	KG	Hoover	ES8	Am. Indian	0	*	0	*
Reading (English)	KG	Hoover	ES8	Asian	6	*	0	0%
Reading (English)	KG	Hoover	ES8	African Am.	35	35%	18	51%
Reading (English)	KG	Hoover	ES8	Pac. Islander	0	*	0	*
Reading (English)	KG	Hoover	ES8	White	4	62%	3	75%
Reading (English)	KG	Hoover	ES8	Two or More	2	*	2	100%
Reading (English)	KG	Hoover	ES8	Eco. Dis.	134	46%	75	56%
Reading (English)	KG	Hoover	ES8	EB	77	52%	47	61%
Reading (English)	KG	Hoover	ES8	At-Risk	81	45%	40	49%
Reading (English)	KG	Hoover	ES8	SPED	35	33%	15	43%
Reading (Spanish)	KG	Hoover	ES8	All	163	30%	4	2%
Reading (Spanish)	KG	Hoover	ES8	Hispanic	116	47%	60	52%
Reading (Spanish)	KG	Hoover	ES8	Am. Indian	0	*	0	*
Reading (Spanish)	KG	Hoover	ES8	Asian	6	*	0	0%
Reading (Spanish)	KG	Hoover	ES8	African Am.	35	*	0	0%
Reading (Spanish)	KG	Hoover	ES8	Pac. Islander	0	*	0	*
Reading (Spanish)	KG	Hoover	ES8	White	4	*	0	0%
Reading (Spanish)	KG	Hoover	ES8	Two or More	2	*	0	0%
Reading (Spanish)	KG	Hoover	ES8	Eco. Dis.	134	27%	45	34%
Reading (Spanish)	KG	Hoover	ES8	EB	77	30%	28	36%
Reading (Spanish)	KG	Hoover	ES8	At-Risk	81	30%	28	35%
Reading (Spanish)	KG	Hoover	ES8	SPED	35	27%	12	34%
Reading	1	Hoover	ES8	All	153	34%	68	44%
Reading	1	Hoover	ES8	Hispanic	89	38%	38	43%
Reading	1	Hoover	ES8	Am. Indian	0	*	0	*
Reading	1	Hoover	ES8	Asian	3	*	0	0%
Reading	1	Hoover	ES8	African Am.	45	27%	15	33%
Reading	1	Hoover	ES8	Pac. Islander	0	*	0	*
Reading	1	Hoover	ES8	White	10	*	0	0%
Reading	1	Hoover	ES8	Two or More	5	*	0	0%
Reading	1	Hoover	ES8	Eco. Dis.	127	35%	55	43%
Reading	1	Hoover	ES8	EB	64	39%	28	44%
Reading	1	Hoover	ES8	At-Risk	67	38%	28	42%
Reading	1	Hoover	ES8	SPED	22	38%	10	45%

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count	2025 Met Projected Growth	2026 Fall to Spring Met Projected Growth	2026 Fall to Spring Met Projected Growth Target
					2026			
					#			
Reading	2	Hoover	ES8	All	156	58%	95	61%
Reading	2	Hoover	ES8	Hispanic	96	60%	65	68%
Reading	2	Hoover	ES8	Am. Indian	0	*	0	*
Reading	2	Hoover	ES8	Asian	4	64%	3	75%
Reading	2	Hoover	ES8	African Am.	39	53%	25	64%
Reading	2	Hoover	ES8	Pac. Islander	0	*	0	*
Reading	2	Hoover	ES8	White	11	57%	7	64%
Reading	2	Hoover	ES8	Two or More	6	*	0	0%
Reading	2	Hoover	ES8	Eco. Dis.	121	57%	72	60%
Reading	2	Hoover	ES8	EB	69	49%	38	55%
Reading	2	Hoover	ES8	At-Risk	75	58%	48	64%
Reading	2	Hoover	ES8	SPED	26	44%	15	58%
Math	KG	Hoover	ES8	All	163	47%	85	52%
Math	KG	Hoover	ES8	Hispanic	116	44%	60	52%
Math	KG	Hoover	ES8	Am. Indian	0	*	0	*
Math	KG	Hoover	ES8	Asian	6	*	6	100%
Math	KG	Hoover	ES8	African Am.	35	50%	20	57%
Math	KG	Hoover	ES8	Pac. Islander	0	*	0	*
Math	KG	Hoover	ES8	White	4	53%	3	75%
Math	KG	Hoover	ES8	Two or More	2	*	2	100%
Math	KG	Hoover	ES8	Eco. Dis.	134	47%	68	51%
Math	KG	Hoover	ES8	EB	77	42%	40	52%
Math	KG	Hoover	ES8	At-Risk	81	43%	38	47%
Math	KG	Hoover	ES8	SPED	35	32%	15	43%
Math	1	Hoover	ES8	All	153	35%		
Math	1	Hoover	ES8	Hispanic	89	34%	35	39%
Math	1	Hoover	ES8	Am. Indian	0	*	0	*
Math	1	Hoover	ES8	Asian	3	*	3	100%
Math	1	Hoover	ES8	African Am.	45	31%	20	44%
Math	1	Hoover	ES8	Pac. Islander	0	*	0	*
Math	1	Hoover	ES8	White	10	86%	9	90%
Math	1	Hoover	ES8	Two or More	5	*	5	100%
Math	1	Hoover	ES8	Eco. Dis.	127	37%	50	39%
Math	1	Hoover	ES8	EB	64	32%	25	39%
Math	1	Hoover	ES8	At-Risk	67	34%	25	37%
Math	1	Hoover	ES8	SPED	22	45%	11	50%
Math	2	Hoover	ES8	All	156	59%	98	63%
Math	2	Hoover	ES8	Hispanic	96	65%	68	71%
Math	2	Hoover	ES8	Am. Indian	0	*	0	*
Math	2	Hoover	ES8	Asian	4	64%	3	75%
Math	2	Hoover	ES8	African Am.	39	45%	20	51%
Math	2	Hoover	ES8	Pac. Islander	0	*	0	*
Math	2	Hoover	ES8	White	11	62%	8	73%
Math	2	Hoover	ES8	Two or More	6	*	6	100%
Math	2	Hoover	ES8	Eco. Dis.	121	59%	75	62%

Content	Gr.	Campus	2025 Cluster	Student Group	Estimated Student Count	2025 Met Projected Growth	2026 Fall to Spring Met Projected Growth	2026 Fall to Spring Met Projected Growth Target
					2026			
					#			
Math	2	Hoover	ES8	EB	69	66%	48	70%
Math	2	Hoover	ES8	At-Risk	75	62%	50	67%
Math	2	Hoover	ES8	SPED	26	60%	18	69%

2025-2026 Elementary Content Area

Standard Expectations

Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a literacy schedule containing all required daily components.
- 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
 - Incorporate the use of digital tools such as:
 - Google Suite
 - Scholastic Literacy Pro
 - Scholastic Storyworks (2nd-5th)
 - Boost Reading
 - Amira Suite
 - HMH Suite
 - Achieve 3000
 - Schoology
 - Incorporate the use of technology inside the Language Arts classroom after explicit and systematic instruction of literacy processes has occurred, and when it is the most developmentally appropriate tool for the task being asked of the student

Mathematics

- Maximize instructional time by developing, posting, and consistently following a math schedule containing all required daily components.
- Model and expect students to use a problem-solving process by utilizing strategies included in Teacher Notes.
- Post and use classroom-created anchor charts in math classrooms.
- 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.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Use Bloom in Math student booklets in Kindergarten-5th grade and Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in digital creation and collaboration
 - Incorporate the use of digital tools such as ST Math, Performance Matters, 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
 - Use district-approved 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 that engage students in scientific practices that require them to

- Ask questions, identify problems, plan and conduct classroom and field investigations to answer questions according to grade-level TEKS expectations (K-1 = 80% of the time, 2nd-3rd = 60% of the time, 4th-5th = 50% of the time).
- Use an Interactive Science Notebook in 1st-5th grades to record observations and demonstrate understanding of scientific concepts.
- Utilize the Science Study Guide (2nd-5th grades) to interpret diagrams and research/locate/generate information.
- Utilize the daily learning intention referenced in District Lessons at the start of each science block.
- Facilitate and maintain a student-created Interactive Word Wall in 2nd-5th grades.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Model the thought process utilized when analyzing scientific questions in 2nd-5th grades.
- Analyze data from observations and experiences to derive meaning, along with recurring themes and concepts.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and academic language.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and 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:
 - o Use Chromebook devices to engage in face-to-face and digital collaboration
 - o Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - o Collect and represent data using digital tools such as digital microscopes, Google Suite, etc.
 - o Communicate and share conclusions using digital tools

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
- Utilize technology to encourage music composition as appropriate
- 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.
- Design open-ended lessons that highlight student voice, creativity, and problem-solving approaches.
- Introduce a range of media, techniques, and processes, including technology (e.g., digital tools) to foster creativity, support skill development, and encourage original outcomes through engaging art projects and research opportunities.
- Explore visual art-related careers to connect learning with real-world opportunities.
- Encourage students to connect learning in art with other areas of knowledge, such as math, reading, science, and social studies.
- Reflect regularly on teaching practices to support continuous professional growth.
- Utilize the resources available to teachers, including the CFISD adopted instructional materials, CFISD Benchmarks, and CFISD Curriculum Standards.
- Incorporate technology to foster creativity through engaging digital art projects and relevant research opportunities.
- Encourage excellence by offering students various opportunities to compete and exhibit their work through contests and community events such as the Houston Rodeo School Art Contest, Texas Elementary Art Meet (TEAM contest), and campus or districtwide art exhibitions.