

Cypress-Fairbanks Independent School District

Cook Middle School

2025-2026



Rangers Today, Leaders Tomorrow

Mission Statement

Equip students today to impact tomorrow

Vision

1. **To provide quality first time learning** using effective team planning, relevance, data analysis, training, differentiated instructional strategies, and model classroom strategies.
2. **To create a sense of belonging for each student and celebrate their accomplishments** through relevant lessons, extracurricular activities, clubs, and school spirit activities.
3. **To recognize the needs of students and adjust our plans and approach** to meet the student needs through targeted team planning, just in time professional development, and self-reflection.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Cook Middle School is a campus in Houston, Texas. Cook Middle School is projected to serve 1,334 students in grades 6-8 during the 2025-26 school year, which is a decrease from the previous year of 1,354.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Cook Middle School'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 May 15, 2025, and again on September 11, 2025. The meetings were held in the Cook Middle School Library. We plan to meet again on November 6, 2025, February 19, 2026, and May 14, 2026 CPOC to review and revise the CNA as needed.

At the first meeting on May 15, 2025:

The meeting started with an explanation of the purpose of the Parent and Family Engagement Policy. The committee reviewed the PFEP for Cook Middle School, which has been included in our monthly newsletter throughout the school year. The PFEP feedback form was shared with attendees and emailed to those who were unable to attend for the purpose of providing feedback. The committee did not receive any feedback requesting changes to the policy.

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

- Data for all strategies were reviewed. The committee completed a form to provide input on goals for 25-26 based on our needs.
- Strength #1 from 2024-25: School Safety
- Strength #2 from 2024-25: Planning Small Groups
- Strength #3 from 2024-25: Planning processing skills

- Need #1 for 2025-26: Implementing small group
- Need #2 for 2025-26: Implementing Processing Skills and cognitive engagement activities.
- Need #3 for 2025-26: Well Rounded School opportunity and participation.

At the second meeting on September 11, 2025, the CPOC:

Topic 1 - Mrs. Hames explained to the committee that CPOC stood for Campus Performance Objective Committee. She explained that the purpose of today's meeting was to finalize the Campus Needs Assessment based on the STAAR data received since the last CPOC meeting. The committee will also review the new CIP strategies that are proposed based on the new data. The November 6th CPOC meeting will focus on new local data and the progress towards CIP strategies. The February 19th meeting will review new local data, evaluate progress towards the CIP strategies, and a public hearing will be held at that time. The final CPOC meeting will be on May 14th and will review local data, evaluate the progress towards the CIP strategies, and begin the Campus Needs Assessment for the 2026 school year.

Topic 2 - Mrs. Hames presented the 2025 STAAR data for 6th, 7th, and 8th grade Reading, 6th, 7th, and 8th grade Math, Algebra, 8th grade Science, and 8th grade Social Studies. The 2026 Targets were adjacent to the 2025 performance. Mrs. Hames explained that the state set the target numbers represented in black, and the target numbers in green represented growth goals because we are performing above the state targets in those areas. The presentation recognized Science and Social Studies for receiving distinction designations. Mrs. Hames explained they were recognized for performing in the top quartile of comparable schools across the state. The committee was allowed to review all data, ask questions, and provide feedback.

Mrs. Chang asked what happens if we do not meet the target. Mrs. Hames explained that if we do not meet the target for three consecutive years, then we are put on a list to receive additional support and set additional goals. Mrs. Hames explained that Math is currently on a list for not meeting goals with EB students and African American students.

Topic 3 - Three new CIP strategies were presented. Based on the 2025 STAAR Performance data: 1. We will consistently use backwards design to plan TEK-aligned assessments and instruction. 2. Every student will participate in small group instruction based on informal and formal assessments at least once a week. 3. Students will participate in TEKS-aligned activities based on content area processing standards at least three times a week. The committee was in complete agreement with the CIP strategies shared; they had no questions.

Topic 4 - Mrs. Hames reviewed the Parent and Family Engagement Policy with the committee and shared a QR Code for them to provide feedback.

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 Math overall scored 8% lower than the set Closing the Gap target. Through the root cause analysis process, we identified that we are not consistently implementing a backwards design planning process to ensure alignment of instruction and assessments.

Our second identified priority problem in the area of **student achievement** is that the Emergent Bilingual student group (by 14%) and the Special Education student group (by 32%) performed lower than the "All" student groups in Math. Through the root cause analysis process, we identified that we are not consistently checking for understanding during a lesson or before an assessment, and providing responsive reteaching, extensions, or small group instruction.

Our third identified priority problem in the area of **student achievement** is that the current 7th graders scored 5% lower in reading and 10% lower in Math than the expected Closing the Gap target. Through the root cause analysis process, we identified that we are not consistently providing rigorous TEK-aligned processing (speaking, reading, writing) activities for students.

Student Achievement

Student Achievement Strengths

80% of 8th-grade students passed the Science STAAR with a 7% increase in passing percentage over 2024.

11% increase in LEP students reaching approaches and above in 7th-grade Reading.

10% increase in SPED students reaching approaches in 7th-grade Reading.

85% of 8th-grade students passed the Reading STAAR.

24% increase in African American students' reading meet level for 8th-grade reading.

26% increase in SPED students reaching approaches in 8th-grade reading.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: The All student group in math scored lower than the set Closing the Gap target for 2025.

Root Cause: Instructional Focus Root Cause #1: We are not consistently implementing a backwards design planning process to ensure alignment of instruction and assessments.

Problem Statement 2: Instructional Focus Problem #2: Emergent Bilingual and Special Education students performed lower than the All student group.

Root Cause: Instructional Focus Root Cause #2: We are not consistently checking for understanding during a lesson or before an assessment, and providing responsive reteaching, extensions, or small group instruction.

Problem Statement 3: Instructional Focus Problem #3: The current 7th graders are below in Reading and Math than the expected target.

Root Cause: Instructional Focus Root Cause #3: We are not consistently providing rigorous TEK-aligned processing (speaking, reading, writing) activities for students.

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: 4 class size reduction teachers, 1 Academic Achievement Specialist.

School Culture and Climate

School Culture and Climate Strengths

PBIS:

Our 2024-2025 Tiered Fidelity Inventory Summary was 85.71

Cook received full points for having a specific Matrix posted in all areas of campus.

All staff interviews provided clear evidence that staff can clearly state the Matrix and Expectations of the campus.

Safe Schools Survey:

307 students surveyed.

77% of students feel safe at school

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Of the top 10% of referral recipients, 70% of those students receive Special Education Services .

Root Cause: We have not given enough time to understand students' tier II and III supports, interventions, behavior goals, and BIP.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

94% of Staff feel opportunities exist for them to think for themselves.

91% of Staff feel information is available to help them do their job effectively.

92% of Staff feel procedures have been implemented to keep them safe at work.

94% of Staff believe quality work is expected of them.

95% of Staff believe that information related to their job is accessible.

95% of Staff are clear about their job responsibilities.

95% of Staff feel that decisions are data driven.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: On the employee perception survey, 19% of the teachers disagreed that opportunities existed for professional growth.

Root Cause: Not all teachers are participating in the professional development offered on campus through learning paths.

Problem Statement 2: On the employee perception survey, 29% of the teachers disagreed that opportunities to discuss their concerns with campus administrators exist.

Root Cause: Teachers are not attending principals' snack and chat opportunities.

Family and Community Engagement

Family and Community Engagement Strengths

Ninety percent of the time, Ranger Round-up newsletters were sent to families sharing campus activities, providing grading information, and offering tips on supporting their students.

Parents Volunteers signed up to support No Zero's Recess, Field Day, and Color Run opportunities for students.

Families were invited to participate in Family Movie Night and Ranger Showcase.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Parents do not have the information they need to support their student or to actively participate in school activities.

Root Cause: 70 % of teachers sent weekly emails to families.

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, Science, and Social Studies

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue/Modify

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: Strengthening first-time instruction through consistent use of backwards design to plan TEK-aligned processing activities and responses to gaps in student mastery. Strategy: We will consistently use backwards design to plan TEK-aligned assessments and instruction. Strategy's Expected Result/Impact: Starting with a TEKS analysis of each unit test, coaches will ensure teachers plan lessons and activities directly related to the TEKS frequency, depth, and complexity. Staff Responsible for Monitoring: Principal Director of Instruction Campus Content Instructional Specialist	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: Strengthening first-time instruction through consistent use of backwards design to plan TEK-aligned processing activities and responses to gaps in student mastery. Strategy: Every student will participate in small group instruction based on informal and formal assessments at least once a week. Strategy's Expected Result/Impact: Students will show growth when teachers use data to pull small groups for specialized instruction each week. Staff Responsible for Monitoring: Principal Director of Instruction Campus Content Instructional Specialist	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: Strengthening first-time instruction through consistent use of backwards design to plan TEK-aligned processing activities and responses to gaps in student mastery. Strategy: Students will participate in TEKS-aligned activities based on content area processing standards at least three times a week. Strategy's Expected Result/Impact: The planning of TEKS-aligned activities based on content area processing standards will ensure that students are applying new knowledge at the rigor of the TEK and promote student growth. Staff Responsible for Monitoring: Principal Director of Instruction Campus Content Instructional Specialist	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
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: Director of Instruction Boys and Girls PE Teachers	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable
Strategy 5 Details	Formative Reviews		
Strategy 5: Dropout Prevention: We will contact parents and schools to ensure that students on our campus dropout list are either enrolled in school or offered educational services. Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%. Staff Responsible for Monitoring: Dropout Recovery Specialist	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 Accomplished
Strategy 6 Details	Formative Reviews		
Strategy 6: 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: Industrial Technology Courses, Business Courses, Family and Consumer Science Courses, Yearbook, Performing and Visual Arts courses, PBIS Advisory, Coding and Robotics and Languages Other than English. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

Strategy 7 Details	Formative Reviews		
Strategy 7: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs Strategy's Expected Result/Impact: 1. Salaries- The four class-size reduction teachers in Math(1), Reading & Writing (3), and an Academic Achievement Specialist (1) to assist with meeting our students' goals in all content areas. 2. Substitute pay- When the class size reduction teacher is absent, Title I will cover the cost of the substitute. 3. Extra Duty Pay- Staff members will be paid for having six or more students after school that support our instructional goals as specified in the CIP. 4. Parent and Family Engagement- We will increase parent involvement throughout the year with events like: Ranger Express, Open House, 8th Grade Parent Night, VIPS Meetings, STAAR Resource Family Movie Night, and Ranger Showcase Curriculum Night. Staff Responsible for Monitoring: Principal Director of Instruction	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable
Strategy 8 Details	Formative Reviews		
Strategy 8: Improving Student Engagement: Students will be provided the opportunity to participate in enrichment programs, courses, and/or activities to provide all students with a well-rounded education: a variety of social, leadership, community service, academic clubs, and extracurricular activities. Strategy's Expected Result/Impact: An increase in the number of students participating in programs outside of the school day. Staff Responsible for Monitoring: Assistant Principals	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Considerable
Strategy 9 Details	Formative Reviews		
Strategy 9: Improving Student Engagement: Club sponsors will meet once a month as a group to calibrate, create a shared calendar and plan upcoming opportunities for students. Strategy's Expected Result/Impact: Calibration and Calendar planning will reduce conflicting event times, allowing students to participate in more activities. Staff Responsible for Monitoring: Assistant Principals	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Accomplished

Strategy 10 Details	Formative Reviews		
Strategy 10: Evidence-based school improvement strategy: EB Students who did not pass the 2025 Math STAAR will participate in ST Math targeted advisories for 26 minutes twice a week completing 35 puzzles. Campus monitoring plan: ST Math participation data will be monitored weekly and provided to targeted advisory teachers. District monitoring plan: District will review local assessment data. The district will take the following actions if the plan is not successfully implemented: Meet with the principal to discuss lack of implementation and monitor on a weekly basis. Campus reallocation of resources to support the strategy: none needed District reallocation of resources to support the strategy: none needed Strategy's Expected Result/Impact: Emergent Bilingual (current & monitored) student performance goals: Math Meets or Higher: 36% Math Growth: 62% Student Success (Domain I Component Score): 37 raw score Note: If a target is missed, the campus will show growth toward meeting the next interim target. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 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

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: We will implement health and safety lessons at least once a month, including Bringing out the Best through Advisory Classes. Strategy's Expected Result/Impact: Improved campus safety Staff Responsible for Monitoring: Assistant Principals Counselors	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector 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: Assistant Principals	Formative		
	Nov	Feb	May
	 Accomplished	 Accomplished	 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: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

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: Assistant Principals	Formative		
	Nov	Feb	May
	 Considerable	 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: Assistant Principals	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 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 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Staff and students engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will implement and teach violence prevention strategies, including the use of the Cy-Fair Tip line, staff development focused on safety, and parent social media and substance abuse education information. Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Assistant Principals	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: We will identify, monitor, and provide Tier II and III behavior supports for students receiving referrals every week. Strategy's Expected Result/Impact: Decrease in student referrals and an increase in positive behaviors. Staff Responsible for Monitoring: Assistant Principals, Behavior Specialist	Formative		
	Nov	Feb	May
	 Moderate Progress	 Some Progress	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Behavior Management: Staff will receive multiple trainings on behavior supports, behavior goals, and BIPS. Strategy's Expected Result/Impact: Reduction in repeated referrals for students receiving special education services. Staff Responsible for Monitoring: Assistant Principals, Behavior Specialist	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: 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, Behavior Specialist	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 5 Details	Formative Reviews		
Strategy 5: 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
	 No Progress	 Considerable	 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 1%.

- Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports
- Summative Evaluation:** Significant progress made toward meeting Objective
- Next Year's Recommendation:** Teacher incentives

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We will create a campus-wide expectation and process for providing clear information and plans for substitutes. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. Staff Responsible for Monitoring: Director of Instruction	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 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, 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

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Teachers and administrators will participate in monthly learning path training focused on the learning environment, ongoing assessment, feedback, new teacher academy, making student thinking visible, small group instruction, and student use of technology. -Staff choose their learning paths related to their personal professional goals and goals for student growth. -Learning Paths meet seven times per year. -Research based strategies are modeled and presented to teachers. -Participants collaborate and plan for future classroom strategies, using research-based strategies from the campus professional development library and each other. -Lessons and strategies related to the three campus priorities are shared: 1. Quality First-Time Learning, 2. Creating a sense of belonging, and 3. Monitoring our Plans and Approaches to meet the needs of the students. -Participants reflect on shared lessons, ask questions, and strategize for future lessons. Strategy's Expected Result/Impact: Increased implementation of research-based instructional strategies. Increased student achievement. Staff Responsible for Monitoring: Director of Instruction	Formative		
	Nov	Feb	May
	 Considerable	 Some 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: Significant progress made toward meeting Objective

Next Year's Recommendation: Modify

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: Campus events, academics, extracurricular activities or PBIS values will be highlighted on the campus social media accounts at least once a week. Strategy's Expected Result/Impact: Highlight Cooks' three priorities to the public: quality first-time learning, creating a sense of belonging, and monitoring and adjusting our plans and approaches. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Accomplished	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: A social media content calendar aligned with campus priorities, celebrations, and student activities will be developed. Strategy's Expected Result/Impact: An increase in Social Media Posts will occur, increasing the awareness of the opportunities and experiences at Cook Middle School. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: Parents will receive a monthly Ranger Roundup newsletter that informs them about campus activities, provides grading information, and offers tips on supporting their students. Strategy's Expected Result/Impact: Parents will be informed of ways to get involved and upcoming events. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 Considerable

Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: We will keep parents informed about classroom activities and grades through weekly email updates. Strategy's Expected Result/Impact: Teachers will send weekly emails to families at the appropriate appraiser and grade level to keep them informed of what is happening in class. Staff Responsible for Monitoring: Appriasers	Formative		
	Nov	Feb	May
	 Moderate Progress	 Some Progress	 Moderate Progress
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Principal	Daniele Sebastian	Principal (there is only one principal)
Teacher #1	Michelle Finch	Teacher #1
Teacher #2	Beverly Curry	Teacher #2
Teacher #3	Colyn Frazier	Teacher #3
Teacher #4	Ashley Metzler	Teacher #4
Teacher #5	Candice Kallus	Teacher #5
Teacher #6	Benjamin Huynh	Teacher #6
Teacher #7	Tina Chang	Teacher #7
Teacher #8	Tanika Jackson	Teacher # 8
Other School Leader (Nonteaching Professional) #1	Christy Hames	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Adriana Holland	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Suzanne Bell	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Alison Fleming	Other School Leader (Nonteaching Professional) #4
Paraprofessional #1	Jessica Stewart	Paraprofessional #1
Paraprofessional #2	Angela Canales	Paraprofessional #2
Administrator (LEA) #1	Laura Cheves	Administrator (LEA) #1
Administrator (LEA) #2	Shannon Woolverton	Administrator (LEA) #2
Parent #1	Mia Peña	Parent #1
Parent #2	Rebecca Parker	Parent #2
Community Member #1	Billy Page	Community Member #1
Community Member #2	Laura Briggs	Community Member #2
Business Representative #1	Alex Soler	Business Representative #1
Business Representative #2	John Foster	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	Cook				
Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	74%	76%	78%	80%	82%
Meets or Above	51%	54%	57%	60%	63%
Masters Grade Level	25%	28%	31%	34%	37%

2025-26	Target Check
77%	Met District Strategic Target
54%	Met District Strategic Target
28%	Met 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.

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

Content	Gr.	Campus	25-26 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	6	Cook	MS2	All	455	71%	344	76%	50%	246	54%	26%	127	28%
Reading	6	Cook	MS2	Hispanic	282	66%	198	70%	41%	126	45%	20%	65	23%
Reading	6	Cook	MS2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	6	Cook	MS2	Asian	32	89%	29	91%	83%	29	91%	54%	18	56%
Reading	6	Cook	MS2	African Am.	67	65%	51	76%	48%	36	54%	17%	13	19%
Reading	6	Cook	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	6	Cook	MS2	White	60	90%	55	92%	72%	46	77%	46%	29	48%
Reading	6	Cook	MS2	Two or More	14	75%	11	79%	50%	9	64%	*	2	14%
Reading	6	Cook	MS2	Eco. Dis.	379	64%	250	66%	40%	163	43%	16%	72	19%
Reading	6	Cook	MS2	EB	184	39%	75	41%	14%	31	17%	*	5	3%
Reading	6	Cook	MS2	At-Risk	280	61%	171	61%	36%	109	39%	15%	50	18%
Reading	6	Cook	MS2	SPED	99	28%	31	31%	13%	16	16%	*	5	5%
Reading	7	Cook	MS2	All	439	76%	347	79%	51%	242	55%	27%	127	29%
Reading	7	Cook	MS2	Hispanic	257	74%	199	77%	46%	130	51%	21%	62	24%
Reading	7	Cook	MS2	Am. Indian	4	*	4	100%	*	3	75%	*	1	25%
Reading	7	Cook	MS2	Asian	34	91%	32	94%	77%	29	85%	57%	20	59%
Reading	7	Cook	MS2	African Am.	56	59%	38	68%	30%	21	38%	14%	10	18%
Reading	7	Cook	MS2	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Reading	7	Cook	MS2	White	71	81%	59	83%	58%	45	63%	37%	28	39%
Reading	7	Cook	MS2	Two or More	16	86%	14	88%	79%	13	81%	36%	6	38%
Reading	7	Cook	MS2	Eco. Dis.	307	70%	221	72%	44%	144	47%	17%	61	20%
Reading	7	Cook	MS2	EB	172	59%	105	61%	26%	50	29%	4%	12	7%
Reading	7	Cook	MS2	At-Risk	293	68%	205	70%	39%	123	42%	17%	59	20%
Reading	7	Cook	MS2	SPED	81	34%	29	36%	*	10	12%	*	3	4%
Reading	8	Cook	MS2	All	440	85%	388	88%	62%	292	66%	38%	185	42%
Reading	8	Cook	MS2	Hispanic	264	81%	220	83%	53%	148	56%	30%	87	33%
Reading	8	Cook	MS2	Am. Indian	4	*	4	100%	*	3	75%	*	1	25%
Reading	8	Cook	MS2	Asian	51	100%	51	100%	87%	46	90%	64%	34	67%
Reading	8	Cook	MS2	African Am.	45	86%	42	93%	64%	30	67%	31%	15	33%
Reading	8	Cook	MS2	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Reading	8	Cook	MS2	White	61	89%	56	92%	80%	51	84%	64%	41	67%
Reading	8	Cook	MS2	Two or More	14	100%	14	100%	91%	13	93%	45%	7	50%
Reading	8	Cook	MS2	Eco. Dis.	299	82%	251	84%	56%	176	59%	32%	105	35%
Reading	8	Cook	MS2	EB	197	61%	124	63%	21%	47	24%	*	10	5%
Reading	8	Cook	MS2	At-Risk	303	77%	239	79%	47%	152	50%	23%	79	26%
Reading	8	Cook	MS2	SPED	59	52%	32	54%	16%	11	19%	*	3	5%
Math	6	Cook	MS2	All	455	65%	346	76%	31%	246	54%	11%	60	13%
Math	6	Cook	MS2	Hispanic	282	62%	205	73%	23%	132	47%	6%	25	9%
Math	6	Cook	MS2	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	6	Cook	MS2	Asian	32	91%	30	94%	68%	30	94%	32%	11	34%
Math	6	Cook	MS2	African Am.	67	52%	50	75%	19%	31	46%	*	5	7%

Content	Gr.	Campus	25-26 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	6	Cook	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	6	Cook	MS2	White	60	78%	50	83%	51%	44	73%	24%	16	27%
Math	6	Cook	MS2	Two or More	14	60%	11	79%	40%	9	64%	*	3	21%
Math	6	Cook	MS2	Eco. Dis.	379	56%	212	56%	20%	87	23%	4%	27	7%
Math	6	Cook	MS2	EB	184	45%	86	47%	11%	26	14%	*	10	5%
Math	6	Cook	MS2	At-Risk	280	51%	148	53%	17%	56	20%	4%	20	7%
Math	6	Cook	MS2	SPED	99	27%	29	29%	*	10	10%	*	3	3%
Math	7	Cook	MS2	All	437	58%	337	77%	39%	236	54%	12%	67	15%
Math	7	Cook	MS2	Hispanic	257	53%	195	76%	32%	125	49%	6%	23	9%
Math	7	Cook	MS2	Am. Indian	4	*	4	100%	*	3	75%	*	2	50%
Math	7	Cook	MS2	Asian	33	82%	28	85%	69%	28	85%	39%	14	42%
Math	7	Cook	MS2	African Am.	56	38%	43	77%	12%	19	34%	*	5	9%
Math	7	Cook	MS2	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Math	7	Cook	MS2	White	70	72%	53	76%	65%	50	71%	22%	18	26%
Math	7	Cook	MS2	Two or More	16	71%	13	81%	57%	10	63%	*	5	31%
Math	7	Cook	MS2	Eco. Dis.	307	50%	160	52%	29%	98	32%	6%	28	9%
Math	7	Cook	MS2	EB	172	42%	76	44%	20%	40	23%	*	10	6%
Math	7	Cook	MS2	At-Risk	293	46%	141	48%	27%	88	30%	5%	23	8%
Math	7	Cook	MS2	SPED	81	22%	19	23%	*	10	12%	*	3	4%
Math	8	Cook	MS2	All	269	56%	166	62%	24%	83	31%	5%	30	11%
Math	8	Cook	MS2	Hispanic	180	54%	103	57%	20%	41	23%	2%	9	5%
Math	8	Cook	MS2	Am. Indian	3	*	3	100%	*	2	67%	*	1	33%
Math	8	Cook	MS2	Asian	17	100%	17	100%	69%	12	71%	38%	7	41%
Math	8	Cook	MS2	African Am.	35	57%	21	60%	28%	11	31%	*	5	14%
Math	8	Cook	MS2	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Math	8	Cook	MS2	White	26	50%	14	54%	41%	11	42%	*	5	19%
Math	8	Cook	MS2	Two or More	7	*	7	100%	*	5	71%	*	3	43%
Math	8	Cook	MS2	Eco. Dis.	207	55%	120	58%	21%	50	24%	5%	17	8%
Math	8	Cook	MS2	EB	128	43%	59	46%	11%	18	14%	*	5	4%
Math	8	Cook	MS2	At-Risk	222	51%	120	54%	19%	49	22%	3%	13	6%
Math	8	Cook	MS2	SPED	57	24%	15	26%	11%	8	14%	*	3	5%
Science	8	Cook	MS2	All	440	80%	371	84%	54%	257	58%	22%	123	28%
Science	8	Cook	MS2	Hispanic	264	78%	214	81%	44%	124	47%	14%	47	18%
Science	8	Cook	MS2	Am. Indian	4	*	4	100%	*	3	75%	*	2	50%
Science	8	Cook	MS2	Asian	51	95%	50	98%	92%	48	94%	51%	28	55%
Science	8	Cook	MS2	African Am.	45	73%	34	76%	41%	20	44%	*	10	22%
Science	8	Cook	MS2	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Science	8	Cook	MS2	White	61	90%	57	93%	81%	51	84%	48%	31	51%
Science	8	Cook	MS2	Two or More	14	75%	11	79%	67%	10	71%	*	5	36%
Science	8	Cook	MS2	Eco. Dis.	299	78%	242	81%	45%	144	48%	16%	57	19%
Science	8	Cook	MS2	EB	197	61%	126	64%	21%	47	24%	6%	18	9%
Science	8	Cook	MS2	At-Risk	303	72%	227	75%	37%	121	40%	12%	45	15%
Science	8	Cook	MS2	SPED	59	49%	31	53%	16%	11	19%	*	5	8%
Social Studies	8	Cook	MS2	All	440	57%	271	62%	31%	156	35%	15%	86	20%
Social Studies	8	Cook	MS2	Hispanic	264	49%	137	52%	19%	58	22%	7%	26	10%
Social Studies	8	Cook	MS2	Am. Indian	4	*	4	100%	*	3	75%	*	2	50%
Social Studies	8	Cook	MS2	Asian	51	92%	48	94%	67%	36	71%	46%	25	49%
Social Studies	8	Cook	MS2	African Am.	45	49%	23	51%	24%	12	27%	8%	5	11%
Social Studies	8	Cook	MS2	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Social Studies	8	Cook	MS2	White	61	75%	48	79%	65%	41	67%	38%	25	41%

Content	Gr.	Campus	25-26 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									
					#	%	#	%	%	#	%	%	#	%
Social Studies	8	Cook	MS2	Two or More	14	67%	10	71%	*	5	36%	*	3	21%
Social Studies	8	Cook	MS2	Eco. Dis.	299	48%	152	51%	22%	75	25%	12%	45	15%
Social Studies	8	Cook	MS2	EB	197	29%	63	32%	6%	18	9%	*	5	3%
Social Studies	8	Cook	MS2	At-Risk	303	43%	139	46%	16%	58	19%	8%	33	11%
Social Studies	8	Cook	MS2	SPED	59	27%	18	31%	*	5	8%	*	3	5%
Algebra I	MS	Cook	MS2	All	173	100%	173	100%	100%	173	100%	99%	173	100%
Algebra I	MS	Cook	MS2	Hispanic	84	100%	84	100%	100%	84	100%	100%	84	100%
Algebra I	MS	Cook	MS2	Am. Indian	1	*	1	100%	*	1	100%	*	1	100%
Algebra I	MS	Cook	MS2	Asian	35	100%	35	100%	100%	35	100%	100%	35	100%
Algebra I	MS	Cook	MS2	African Am.	10	100%	10	100%	100%	10	100%	92%	10	100%
Algebra I	MS	Cook	MS2	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Algebra I	MS	Cook	MS2	White	36	100%	36	100%	100%	36	100%	100%	36	100%
Algebra I	MS	Cook	MS2	Two or More	7	100%	7	100%	100%	7	100%	100%	7	100%
Algebra I	MS	Cook	MS2	Eco. Dis.	92	100%	92	100%	100%	92	100%	99%	92	100%
Algebra I	MS	Cook	MS2	EB	69	100%	69	100%	100%	69	100%	100%	69	100%
Algebra I	MS	Cook	MS2	At-Risk	81	100%	81	100%	100%	81	100%	100%	81	100%
Algebra I	MS	Cook	MS2	SPED	2	*	2	100%	*	2	100%	*	2	100%

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.