

Cypress-Fairbanks Independent School District

Hopper Middle School

2025-2026

Mission Statement

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

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

Hopper Middle School is a campus in Cypress, Texas. Hopper Middle School is projected to serve 880 students in grades 6th, 7th, and 8th during the 2025-26 school year, which is an increase from the previous year of 860 in 2024- 2025.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Hopper'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, 23 2025, and again on September 19, 2025 CPOC. The meetings were held in the LGI at Hopper Middle School. We plan to meet again on November 7, 2025, February 27, 2026, and May 1, 2026 CPOC dates to review and revise the CNA as needed.

At the first meeting on May, 23 2025 :

The committee reviewed the May and 2024-25 CIP evaluations, noting strong progress in first-time instruction, campus safety, staff attendance, and reduced dropout rates, supported by programs like Husky Huddle, the Mentor Program, PACK interventions, and Dierker's Champs Baseball. Family and community engagement also showed significant growth. However, challenges remain with student attendance, chronic absenteeism, large class sizes, and the need for behavior management strategies. For 2025-26, the committee identified three key needs: improved student attendance through more immediate incentives, enhanced staff training on behavior management, and expanded professional growth opportunities. To address these challenges and sustain academic progress, the committee strongly recommends allocating Title I funds to hire five additional teachers, which would reduce class sizes, improve classroom management, provide more individualized support, and strengthen overall school climate and student achievement.

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

- Assessment data from the school year
- Attendance data
- Employee Perception Survey Data
- Campus Improvement Plan Strengths and Areas of Growth

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

The CPOC meeting kicked off with celebrations and moved into a review of the council's purpose and responsibilities. It was explained how members of the instructional leadership team and teachers examined data from STAAR, federal targets, benchmarks, discipline, and attendance to form the Campus Improvement Plan (CIP), setting goals and strategies based on identified needs. The council reviewed the goals and strategies for the year. Title I funding uses and the Parent & Family Engagement Policy were also discussed, along with upcoming events that support family involvement. The council will continue monitoring progress on these initiatives throughout the year.

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 that student academic growth in ELAR and Math was 61%, which is below expected targets and indicates that many students are not making adequate progress toward grade-level mastery. Through the root cause analysis process, we identified that teachers do not consistently use students' prior academic history and ongoing progress data to inform targeted instruction and differentiate supports, resulting in missed opportunities to accelerate growth.

Our second identified priority problem in the area of **student achievement** is that in Math and Social Studies, fewer than 50% of students scored at the "Approaches" level, preventing the campus from reaching the 70% performance target (current performance: 63%). This indicates that a significant number of students are not yet demonstrating basic grade-level readiness. Through the root cause analysis process, we identified that instructional planning and interventions were primarily targeted at moving students from "Approaches" to "Meets" and "Masters," leaving insufficient focus on scaffolding and accelerating learning for students performing below the "Approaches" level.

Our third identified priority problem is in the area of **student achievement** is that math performance declined across all three performance levels in every grade, indicating that students are not consistently mastering grade-level content or retaining prior learning. Through the root cause analysis process, we identified that teachers are not consistently planning and implementing intentional checks for understanding throughout lessons, which limits their ability to make real-time instructional adjustments based on student responses.

Student Achievement

Student Achievement Strengths

Increases in ELAR, Science, and Social Studies performance—particularly in the Meets and Masters levels—led to significant gains in Closing the Gaps (+13). These improvements also contributed to growth in Relative Performance (+7) and Student Achievement (+6), reflecting the impact of intentional instructional practices and student progress across multiple content areas.

ELAR:

6th Grade: 1% increase in Approaches, 5% increase in Meets, 5% increase in Masters

7th Grade: 1% increase in Meets

8th Grade: 15% increase in Approaches, 12% increase in Meets, 10% increase in Masters

We saw lots of growth in ECR scores as well. In 6th grade, there was a 12% increase in ECR scores of 8-10 and in 8th grade, there was a 25% increase in ECR scores of 8-10.

Science:

8th Grade: 13% increase in Approaches, 22% increase in Meets, 9% increase in Masters

US History:

8th Grade: 7% increase in Meets, 3% increase in Masters

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: Student academic growth in ELAR and Math was 61%, which is below expected targets and indicates that many students are not making adequate progress toward grade-level mastery.

Root Cause: Instructional Focus Root Cause #1: Teachers do not consistently use students' prior academic history and ongoing progress data to inform targeted instruction and differentiate supports, resulting in missed opportunities to accelerate growth.

Problem Statement 2: Instructional Focus Problem #2: In Math and Social Studies, fewer than 50% of students scored at the "Approaches" level, preventing the campus from reaching the 70% performance target (current performance: 63%). This indicates that a significant number of students are not yet demonstrating basic grade-level readiness.

Root Cause: Instructional Focus Root Cause #2: Instructional planning and interventions were primarily targeted at moving students from "Approaches" to "Meets" and "Masters," leaving insufficient focus on scaffolding and accelerating learning for students performing below the "Approaches" level.

Problem Statement 3: Instructional Focus Problem #3: Math performance declined across all three performance levels in every grade, indicating that students are not consistently mastering grade-level content or retaining prior learning.

Root Cause: Instructional Focus Root Cause #3: Teachers are not consistently planning and implementing intentional checks for understanding throughout lessons, which limits their ability to make real-time instructional adjustments based on student responses.

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: five reduced class sizes teachers

School Culture and Climate

School Culture and Climate Strengths

Strengths of the Campus Regarding School Culture and Climate

Academic Programs and Student Supports

Hopper provides a variety of academic programs designed to help students reflect on their grades, strengthen understanding, and close achievement gaps. Students regularly meet with teachers for targeted support in specific instructional areas, allowing them to receive personalized guidance. Mentorship programs offer additional opportunities for students to connect with trusted adults, fostering both academic growth and personal development. Programs such as Husky Huddle provide structured environments for students to engage in goal setting, track their progress, and actively work toward improving outcomes.

PBIS and Restorative Discipline Data

Our PBIS program gives both teachers and students a platform to recognize and celebrate positive behaviors, contributing to a culture of excellence. Teachers actively acknowledge their colleagues and students for their positive contributions. Students receive incentives for points earned through the PBIS system, reinforcing positive behavior and engagement. The PBIS committee ensures that staff and students receive ongoing training on effective system use and organizes events to recognize accomplishments. Hopper emphasizes restorative practices, addressing behavior within the classroom rather than removing students. Assistant Principals provide ongoing training to support positive student outcomes.

Campus Safety

Hopper staff and students are well-informed about all campus safety procedures. Assistant Principals have worked to enhance these procedures, ensuring clarity and understanding across the campus. Students participate in practice drills and scenario discussions to be better prepared for potential crises.

The following Employee Perception Survey indicators were identified at or above 90% (Strongly Agree/Agree):

- Opportunities are available to provide input (90%)
- Quality work is expected of me (97%)
- Collaboration is encouraged and practiced (90%)
- Various forms of feedback are given to me to help me improve my performance (92%)
- Staff appreciation is built into the school culture (92%)
- Decisions are data-driven (92%).

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Based on the employee perception survey, only 80% of our staff agrees that quality work is expected of students.

Root Cause: Our staff did not share a clear, consistent definition of what "quality work" looks like, so expectations varied by teacher or course. Mixed messages--like rewarding completion over mastery, inconsistent grading, or pressure to move quickly through curriculum-- makes it harder to maintain high standards.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following Employee Perception Survey indicators were identified at or above 90% (Strongly Agree/Agree):

- Opportunities are available to provide input (90%)
- Quality work is expected of me (97%)
- Collaboration is encouraged and practiced (90%)
- Various forms of feedback are given to me to help me improve my performance (92%)
- Staff appreciation is built into the school culture (92%)
- Decisions are data-driven (92%).

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Based on the Employee Perception Survey, only 84% percent of our staff believe that opportunities for professional growth are provided and only 86% believe that various forms of feedback are given to help improve performance.

Root Cause: Staff do not see clear, accessible pathways for learning or advancement. Uneven access to coaching, leadership roles, or feedback conversations may reinforce the sense that real growth opportunities are limited.

Family and Community Engagement

Family and Community Engagement Strengths

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

- Communication
 - Bi-weekly newsletter
 - Timely parent call-outs with school reminders or updates
 - School wide events: Husky Express, Open House, Bingo Night, Academic Excellence Ceremony

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Parents are interested in their child's academics but are not effectively connected to the communication from the campus or district.

Root Cause: Parents want to be engaged but may miss information when messages come through too many channels, aren't timely, or aren't in a format or language they easily access. Inconsistent outreach, limited two-way communication, and few chances to build relationships with staff can leave families feeling disconnected even when they're motivated to support learning.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: Student academic growth in ELAR and Math was 61%, which is below expected targets and indicates that many students are not making adequate progress toward grade-level mastery. Strategy: Consistently check for understanding during instruction and analyze student responses in real time - this on going feedback will guide immediate adjustments, differentiate support, and ensure all students stay on track for mastery. Strategy's Expected Result/Impact: The expected result would be more responsive instruction, with teachers identifying and addressing misconceptions as they happen. Students will experience clearer guidance, increased confidence, and stronger mastery of concepts, leading to improved academic growth and fewer learning gaps. Staff Responsible for Monitoring: Principal, Director of Instruction	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Moderate Progress
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: In Math and Social Studies, fewer than 50% of students scored at the "Approaches" level, preventing the campus from reaching the 70% performance target (current performance: 63%). This indicates that a significant number of students are not yet demonstrating basic grade-level readiness. Strategy: Strengthen first time instruction by implementing frequent formative checks to identify misconceptions early in Math and Social Studies. Pair this with small-group and ongoing teacher collaboration to ensure essential skills are explicitly taught, reinforced, and monitored for mastery. Strategy's Expected Result/Impact: The expected result would be an increase in the number of students reaching at least the "Approaches" level, closing learning gaps and moving the campus closer to the 70% performance target. Students would demonstrate stronger grade-level readiness and greater confidence in Math and Social Studies skills. Staff Responsible for Monitoring: Principal, Director of Instruction	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Instructional Focus: Math performance declined across all three performance levels in every grade, indicating that students are not consistently mastering grade-level content or retaining prior learning. Strategy: Implement a spiraled curriculum and mastery-focused instruction strategy, where teachers regularly revisit essential skills from previous grades while explicitly teaching current grade-level content. Incorporate frequent formative assessments, targeted interventions, and collaborative planning to identify gaps, reinforce learning, and ensure long-term retention. Strategy's Expected Result/Impact: The expected result would be improved student mastery and retention of both current and prior grade-level math concepts, leading to higher overall performance across all performance levels. Students would demonstrate stronger understanding, confidence, and readiness for successive math content. Staff Responsible for Monitoring: Principal, Director of Instruction	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	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
Strategy 5 Details	Formative Reviews		
Strategy 5: Dropout Prevention: The Registrar will work with the Attendance Officer, Assistant Principals, and Counseling office to make contact and create an action plan with parents as well as provide support with outside resources as needed. Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%. Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Counselors	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable
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: Counselors Corner, Lunch Bunch groups, and Husky Huddles. 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, Director of Instruction, Academic Achievement Specialist, Counselors, and Program Sponsors.	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Considerable

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: 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. Hopper will implement the following measures. 1. Additional Staffing - The class-size reduction teachers in core content areas will assist in lowering the student-to-teacher ratio which will assist in meeting or exceeding instructional targets. 2. Substitute Pay - When the above staff members are absent, Title I funds will cover the cost of the substitute. 3. Professional Development - The leadership team, teaching staff, and para-professionals will attend professional development to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP. 4. Instructional Supplies - Improve the academic performance of all students by providing supplies for use in the classroom for small group instruction, student self-reflection, and goal setting. Additional paper and laminate supplies will be purchased to assist in meeting the learning needs of students 5. Extra Duty Pay - Teachers will work to provide additional opportunities for students to master targeted TEKS after school to assist in meeting or exceeding instructional targets. Teachers will also work to support scheduled parent and community engagement programs. Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 8 Details	Formative Reviews		
Strategy 8: Improving Student Engagement: Implement interest-based "Lunch Bunch" student groups during extended lunch on Wednesdays to increase student engagement, foster positive relationships, and provide enrichment opportunities outside of instructional time. Strategy's Expected Result/Impact: The expected outcome would be increased student engagement and a stronger sense of connection to peers and staff, along with enhanced social-emotional development and exposure to enrichment opportunities beyond the regular classroom. Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Moderate Progress

Strategy 9 Details	Formative Reviews		
Strategy 9: Improving Student Engagement: Involve students in positive advertising of events on campus and on social media. Strategy's Expected Result/Impact: The expected outcome would be greater student ownership and enthusiasm for campus activities, leading to higher event participation and a stronger, student-driven sense of school pride and community. Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals	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 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: Campus Safety: Students are expected to be 100% compliant wearing their badges at school, on school bus and school property at all times. All adults are expected to wear their badges on campus and school property at all times. Campus will continue to use the new Standard Response Protocol and practice drills using SRP terminology and associated procedures. Strategy's Expected Result/Impact: Students and Staff will be in a safe environment Intruders will be easily identifiable Staff Responsible for Monitoring: All Staff	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: Safety Coordinator AP	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 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, Director of Instruction, Assistant Principals	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Moderate 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, Director of Instruction, Assistant Principals, Academic Achievement Specialists, Counselors	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
No Progress Accomplished Continue/Modify Discontinue			

Goal 2: 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: Some 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. Campus will continue to use Bringing Out the Best lessons. Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Behavior Interventionist, Assistant Principals	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. PBIS strategies and Relational Practices strategies will be used to positively reinforce and partner consequences with learning opportunities Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Assistant Principals, Behavior Interventionist	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Moderate Progress
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	 Some Progress	 Moderate Progress

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
	 Some 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 1%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports
Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Staff members will be recognized for perfect attendance each grading period. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.	Formative		
	Nov	Feb	May
	 Considerable	 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 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, teachers will receive job targeted professional development based on individual 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: Capacity Building Walks, Learning Hoppertunities during Wisdom Wednesday, Zero Hour Committees, Sibme Coach the Coach, WeClimb Master Teacher Coaching Capacity Building Walks - allow teachers the opportunity to see colleagues successfully implementing instructional strategies Learning Hoppertunities - professional development sessions that address campus wide needs as they arise Zero Hour Committees - teachers selected committee that focuses on instructional practices that meet bi-monthly, these groups work on creating a professional development session to be presented in January Sibme Coach the Coach - instructional coaches will be coached through the Sibme program by our instructional leadership team WeClimb Master Teacher Coaching - a district created form to collect data on instructional strategies observed in classroom observations Strategy's Expected Result/Impact: Teachers will grow in areas that align with their goals. Staff Responsible for Monitoring: Principal, Director of Instruction	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: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: Increase visibility of our communication channels by prominently displaying our social media handles at all school events to encourage families to connect, follow, and stay informed. Strategy's Expected Result/Impact: The expected outcome would be increased family engagement and awareness, with more parents following school social media accounts, receiving timely updates, and feeling more connected to campus events and communications. Over time, this could lead to higher participation in school activities and stronger home-school partnerships. Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: Highlight upcoming events, classroom spotlights, student achievements, and community partnerships to ensure a consistent and varied stream of content on our social media platforms. Strategy's Expected Result/Impact: The expected outcome would be a more informed and engaged school community, with families and stakeholders regularly interacting with content, celebrating student successes, and staying aware of school events and initiatives. This consistent, varied content can strengthen school pride and foster a sense of connection between the campus and its community. Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Some Progress
Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: Host two large-scale community events, one in the fall and one in the spring, that bring together families, local organizations, and staff to celebrate and strengthen school-community connections. Strategy's Expected Result/Impact: The expected outcome would be stronger relationships between the school, families, and the broader community, leading to increased trust, collaboration, and participation in school activities. These events can foster a sense of belonging and shared investment in student success. Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable

Strategy 4 Details		Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: Increase attendance at parent meetings by offering flexible scheduling and incorporating interactive topics that address family interests and needs Strategy's Expected Result/Impact: The expected outcome would be higher parent participation in meetings, with families feeling their time is valued and their interests addressed. This can lead to stronger communication, increased collaboration, and greater support for student learning. Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals		Formative		
		Nov	Feb	May
		 Moderate Progress	 Moderate Progress	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue				

CPOC

Committee Role	Name	Position
Principal	Felicia Hayes	Principal (there is only one principal)
Teacher #1	Rachel Koeppe	Teacher #1
Teacher #2	Olivia Mancuso	Teacher #2
Teacher #3	Kori Taylor	Teacher #3
Teacher #4	Jennifer Panettiere	Teacher #4
Teacher #5	Jennifer Allen	Teacher #5
Teacher #6	Cierra Hypolite	Teacher #6
Teacher #7	Jonathan Moore	Teacher #7
Teacher #8	Jean Paul Brown	Teacher #8
Other School Leader (Nonteaching Professional) #1	Caitlin Bolland	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Karen Nixon	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Rashalyn Wiggins	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Brianne Branch	Other School Leader (Nonteaching Professional) #4
Paraprofessional #1	Lisa Olivarez	Paraprofessional #1
Paraprofessional #2	Novella Stevenson	Paraprofessional #2
Administrator (LEA) #1	Kimberly Robia	Administrator (LEA) #1
Administrator (LEA) #2	Erika Hernandez	Administrator (LEA) #2
Parent #1	Liliana Ramirez	Parent #1
Parent #2	Liset Ramirez	Parent #2
Business Representative #1	Brantley Walkup	Business Representative #1
Business Representative #2	Ricardo Arias	Business Representative #2
Community Member #1	Cheryl Johns	Community Member #1
Community Member #2	Ross Weidner	Community Member #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
Hopper

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	35%	38%	41%	44%	47%
Masters Grade Level	13%	16%	19%	22%	25%

2025-26	Target Check
73%	Met District Strategic Target
44%	Met District Strategic Target
18%	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	Hopper	MS3	All	232	68%	168	72%	47%	126	54%	18%	50	22%
Reading	6	Hopper	MS3	Hispanic	116	72%	89	77%	54%	65	56%	20%	28	24%
Reading	6	Hopper	MS3	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Reading	6	Hopper	MS3	Asian	6	100%	6	100%	88%	6	100%	*	0	0%
Reading	6	Hopper	MS3	African Am.	93	57%	56	60%	33%	43	46%	12%	15	16%
Reading	6	Hopper	MS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	6	Hopper	MS3	White	14	92%	14	100%	62%	9	64%	46%	7	50%
Reading	6	Hopper	MS3	Two or More	2	100%	2	100%	*	2	100%	*	0	0%
Reading	6	Hopper	MS3	Eco. Dis.	195	68%	140	72%	47%	99	51%	15%	37	19%
Reading	6	Hopper	MS3	EB	68	50%	37	54%	31%	24	35%	*	12	18%
Reading	6	Hopper	MS3	At-Risk	151	64%	102	68%	40%	66	44%	12%	37	25%
Reading	6	Hopper	MS3	SPED	56	32%	20	36%	11%	8	14%	*	0	0%
Reading	7	Hopper	MS3	All	298	63%	211	71%	41%	157	53%	15%	58	19%
Reading	7	Hopper	MS3	Hispanic	144	62%	99	69%	42%	75	52%	15%	27	19%
Reading	7	Hopper	MS3	Am. Indian	3	*	3	100%	*	3	100%	*	0	0%
Reading	7	Hopper	MS3	Asian	6	86%	6	100%	*	5	83%	*	3	50%
Reading	7	Hopper	MS3	African Am.	125	59%	85	68%	36%	60	48%	14%	23	18%
Reading	7	Hopper	MS3	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Reading	7	Hopper	MS3	White	14	76%	11	79%	59%	10	71%	*	5	36%
Reading	7	Hopper	MS3	Two or More	5	*	5	100%	*	3	60%	*	0	0%
Reading	7	Hopper	MS3	Eco. Dis.	259	61%	168	65%	39%	111	43%	14%	47	18%
Reading	7	Hopper	MS3	EB	102	48%	53	52%	21%	26	25%	*	12	12%
Reading	7	Hopper	MS3	At-Risk	208	54%	121	58%	29%	69	33%	10%	29	14%
Reading	7	Hopper	MS3	SPED	54	23%	15	28%	14%	10	19%	*	5	9%
Reading	8	Hopper	MS3	All	262	80%	221	84%	50%	143	55%	23%	68	26%
Reading	8	Hopper	MS3	Hispanic	134	83%	116	87%	51%	74	55%	22%	35	26%
Reading	8	Hopper	MS3	Am. Indian	2	*	2	100%	*	2	100%	*	0	0%
Reading	8	Hopper	MS3	Asian	8	100%	8	100%	*	7	88%	*	0	0%
Reading	8	Hopper	MS3	African Am.	95	74%	74	78%	41%	43	45%	19%	22	23%
Reading	8	Hopper	MS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	8	Hopper	MS3	White	16	92%	15	94%	77%	13	81%	62%	11	69%
Reading	8	Hopper	MS3	Two or More	7	80%	6	86%	60%	4	57%	*	0	0%
Reading	8	Hopper	MS3	Eco. Dis.	223	78%	183	82%	48%	116	52%	20%	54	24%
Reading	8	Hopper	MS3	EB	103	74%	80	78%	35%	40	39%	*	12	12%
Reading	8	Hopper	MS3	At-Risk	178	77%	144	81%	42%	82	46%	14%	32	18%
Reading	8	Hopper	MS3	SPED	42	48%	22	52%	14%	8	19%	*	5	12%
Math	6	Hopper	MS3	All	232	56%	161	69%	18%	91	39%	3%	28	12%
Math	6	Hopper	MS3	Hispanic	116	64%	80	69%	22%	45	39%	3%	12	10%
Math	6	Hopper	MS3	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Math	6	Hopper	MS3	Asian	6	88%	6	100%	*	5	83%	*	4	67%

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	Hopper	MS3	African Am.	93	40%	60	65%	7%	30	32%	*	9	10%
Math	6	Hopper	MS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	6	Hopper	MS3	White	14	85%	12	86%	54%	8	57%	*	3	21%
Math	6	Hopper	MS3	Two or More	2	100%	2	100%	*	2	100%	*	0	0%
Math	6	Hopper	MS3	Eco. Dis.	195	53%	111	57%	16%	39	20%	*	10	5%
Math	6	Hopper	MS3	EB	68	42%	31	46%	13%	12	18%	*	10	15%
Math	6	Hopper	MS3	At-Risk	151	51%	83	55%	13%	26	17%	*	20	13%
Math	6	Hopper	MS3	SPED	56	29%	18	32%	*	5	9%	*	1	2%
Math	7	Hopper	MS3	All	298	41%	213	71%	19%	115	39%	3%	41	14%
Math	7	Hopper	MS3	Hispanic	144	44%	101	70%	20%	56	39%	*	20	14%
Math	7	Hopper	MS3	Am. Indian	3	*	3	100%	*	3	100%	*	0	0%
Math	7	Hopper	MS3	Asian	6	75%	5	83%	*	5	83%	*	3	50%
Math	7	Hopper	MS3	African Am.	125	30%	88	70%	12%	42	34%	*	15	12%
Math	7	Hopper	MS3	Pac. Islander	1	*	1	100%	*	1	100%	*	0	0%
Math	7	Hopper	MS3	White	14	69%	10	71%	31%	5	36%	*	3	21%
Math	7	Hopper	MS3	Two or More	5	*	5	100%	*	3	60%	*	0	0%
Math	7	Hopper	MS3	Eco. Dis.	259	40%	114	44%	17%	54	21%	3%	20	8%
Math	7	Hopper	MS3	EB	102	28%	33	32%	10%	14	14%	*	10	10%
Math	7	Hopper	MS3	At-Risk	208	33%	77	37%	13%	35	17%	*	20	10%
Math	7	Hopper	MS3	SPED	54	*	10	19%	*	5	9%	*	1	2%
Math	8	Hopper	MS3	All	201	45%	145	72%	16%	53	26%	2%	17	8%
Math	8	Hopper	MS3	Hispanic	102	48%	70	69%	16%	20	20%	*	5	5%
Math	8	Hopper	MS3	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Math	8	Hopper	MS3	Asian	6	*	6	100%	*	5	83%	*	3	50%
Math	8	Hopper	MS3	African Am.	76	36%	53	70%	14%	14	18%	*	4	5%
Math	8	Hopper	MS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	8	Hopper	MS3	White	10	88%	9	90%	*	8	80%	*	5	50%
Math	8	Hopper	MS3	Two or More	6	*	6	100%	*	5	83%	*	0	0%
Math	8	Hopper	MS3	Eco. Dis.	174	45%	85	49%	16%	35	20%	*	10	6%
Math	8	Hopper	MS3	EB	80	40%	35	44%	13%	14	18%	*	5	6%
Math	8	Hopper	MS3	At-Risk	147	42%	68	46%	14%	26	18%	*	10	7%
Math	8	Hopper	MS3	SPED	41	20%	10	24%	*	5	12%	*	1	2%
Science	8	Hopper	MS3	All	262	65%	183	70%	41%	116	44%	15%	50	19%
Science	8	Hopper	MS3	Hispanic	134	71%	101	75%	44%	64	48%	13%	23	17%
Science	8	Hopper	MS3	Am. Indian	2	*	2	100%	*	2	100%	*	0	0%
Science	8	Hopper	MS3	Asian	8	*	8	100%	*	7	88%	*	5	63%
Science	8	Hopper	MS3	African Am.	95	49%	50	53%	27%	29	31%	10%	13	14%
Science	8	Hopper	MS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	8	Hopper	MS3	White	16	92%	16	100%	77%	10	63%	54%	9	56%
Science	8	Hopper	MS3	Two or More	7	80%	6	86%	60%	4	57%	*	0	0%
Science	8	Hopper	MS3	Eco. Dis.	223	63%	149	67%	39%	96	43%	12%	36	16%
Science	8	Hopper	MS3	EB	103	50%	56	54%	31%	36	35%	*	15	15%
Science	8	Hopper	MS3	At-Risk	178	58%	110	62%	31%	62	35%	7%	20	11%
Science	8	Hopper	MS3	SPED	42	34%	16	38%	14%	8	19%	*	5	12%
Social Studies	8	Hopper	MS3	All	262	44%	170	65%	22%	75	29%	9%	38	15%
Social Studies	8	Hopper	MS3	Hispanic	134	46%	85	63%	20%	32	24%	8%	16	12%
Social Studies	8	Hopper	MS3	Am. Indian	2	*	2	100%	*	2	100%	*	0	0%
Social Studies	8	Hopper	MS3	Asian	8	*	8	100%	*	8	100%	*	5	63%
Social Studies	8	Hopper	MS3	African Am.	95	34%	59	62%	18%	21	22%	9%	12	13%

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	Hopper	MS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Social Studies	8	Hopper	MS3	White	16	69%	12	75%	54%	9	56%	*	5	31%
Social Studies	8	Hopper	MS3	Two or More	7	60%	4	57%	*	3	43%	*	0	0%
Social Studies	8	Hopper	MS3	Eco. Dis.	223	42%	103	46%	19%	51	23%	8%	27	12%
Social Studies	8	Hopper	MS3	EB	103	31%	36	35%	12%	16	16%	*	8	8%
Social Studies	8	Hopper	MS3	At-Risk	178	35%	69	39%	15%	34	19%	6%	18	10%
Social Studies	8	Hopper	MS3	SPED	42	27%	13	31%	*	13	31%	*	5	12%
Algebra I	MS	Hopper	MS3	All	61	99%	61	100%	86%	54	89%	47%	32	52%
Algebra I	MS	Hopper	MS3	Hispanic	32	100%	32	100%	86%	29	91%	38%	16	50%
Algebra I	MS	Hopper	MS3	Am. Indian	1	*	1	100%	*	1	100%	*	0	0%
Algebra I	MS	Hopper	MS3	Asian	2	*	2	100%	*	2	100%	*	0	0%
Algebra I	MS	Hopper	MS3	African Am.	19	94%	19	100%	81%	16	84%	56%	13	68%
Algebra I	MS	Hopper	MS3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Algebra I	MS	Hopper	MS3	White	6	100%	6	100%	*	5	83%	*	3	50%
Algebra I	MS	Hopper	MS3	Two or More	1	100%	1	100%	100%	1	100%	*	0	0%
Algebra I	MS	Hopper	MS3	Eco. Dis.	49	98%	49	100%	82%	42	86%	38%	21	43%
Algebra I	MS	Hopper	MS3	EB	23	100%	23	100%	82%	20	87%	45%	11	48%
Algebra I	MS	Hopper	MS3	At-Risk	31	100%	31	100%	85%	28	90%	43%	15	48%
Algebra I	MS	Hopper	MS3	SPED	1	*	1	100%	*	1	100%	*	1	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.