

Hancock Elementary Team  
doing  
"Whatever It Takes"

2007-2008  
**Campus Improvement Plan**  
for  
**Hancock Elementary**

**Cypress-Fairbanks Independent School District**

# **PART I : DATA SUPPLEMENT**

DISTRICT NAME: CYPRESS-FAIRBANKS  
CAMPUS NAME: T S HANCOCK EL  
CAMPUS NUMBER: 101907108

Campus Rating: Recognized  
Grade Span: EE - 05

Analysis groups used to determine ratings are marked with an 'X'.  
Academically Acceptable standards are shown in parentheses.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2007				2006			Required Improvement			
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?
Reading/ELA (65%)											
X All Students	332	363	91%	100%	290	315	92%		-1		
X African Amer	73	89	82%	25%	55	66	83%		-1		
X Hispanic	104	113	92%	31%	78	89	88%		4		
X White	105	109	96%	30%	111	114	97%		-1		
X Econ Disadv	130	154	84%	42%	99	117	85%		-1		
Writing (65%)											
X All Students	106	118	90%	100%	88	98	90%		0		
African Amer	23	27	85%	23%	15	18	83%		2		
X Hispanic	33	40	83%	34%	22	25	88%		-5		
White	27	28	96%	24%	39	42	93%		3		
X Econ Disadv	40	49	82%	42%	25	31	81%		1		
Social Studies (65%)											
All Students	0	0	-	0%	0	0	-		-		
African Amer	0	0	-	0%	0	0	-		-		
Hispanic	0	0	-	0%	0	0	-		-		
White	0	0	-	0%	0	0	-		-		
Econ Disadv	0	0	-	0%	0	0	-		-		
Mathematics (45%)											
X All Students	333	368	90%	100%	284	318	89%		1		
X African Amer	68	88	77%	24%	58	67	87%		-10		
X Hispanic	109	117	93%	32%	78	90	87%		6		
X White	103	110	94%	30%	102	115	89%		5		
X Econ Disadv	132	156	85%	42%	100	118	85%		0		
Science (40%)											
X All Students	108	123	88%	100%	93	106	88%		0		
X African Amer	23	30	77%	24%	16	22	73%		4		
X Hispanic	34	37	92%	30%	27	32	84%		8		
X White	40	44	91%	36%	38	39	97%		-6		
X Econ Disadv	43	54	80%	44%	33	43	77%		3		

STATE-DEVELOPED ALTERNATIVE ASSESSMENT II (SDAA II) TABLE

SDAA II Results (50%)	2007				2006			Required Improvement			
	# Tests Met ARD	# Tests	Pct Met ARD	Stu Grp %	# Tests Met ARD	# Tests	Pct Met ARD	Met Min Size	Act Chg	RI	Met RI?
X All Students	32	40	80%	100%	42	43	98%		-18		

EXCEPTIONS TABLE

Number Evaluated	Mrs Allowed	Number Needed	Floor(s) Met?	Msr(s) used in 2006?	Exceptions Applied
19	N/A	N/A	N/A	N/A	N/A

DISTRICT NAME: CYPRESS-FAIRBANKS  
 CAMPUS NAME: T S HANCOCK EL Campus Rating: Recognized  
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Analysis groups used to determine ratings are marked with an 'X'.  
 Academically Acceptable standards are shown in parentheses.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%)

	Class of 2006					Class of 2005			Required Improvement			
	# Com- pleters	# dropouts	# in Class	Comp Rate	Stu Grp %	# Com- pleters	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	-	-	-	-	-	-	-	-	-	-	-	-
African Amer	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-
Econ Disadv	-	-	-	-	-	-	-	-	-	-	-	-

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (1.0%)

	2005-06			
	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %
All Students	-	-	-	-
African Amer	-	-	-	-
Hispanic	-	-	-	-
White	-	-	-	-
Econ Disadv	-	-	-	-

Due to definitional changes, Annual Dropout Rate Required Improvement is not calculated in 2007.

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

### CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Reading/ELA	T S HANCOCK EL	3	All	155	135	87	90	88	49	37	132	117	89	53	40
Reading/ELA	T S HANCOCK EL	3	AA	12	11	92	100	95	6	18	36	27	75	8	22
Reading/ELA	T S HANCOCK EL	3	Hispanic	109	95	87	90	88	15	38	38	34	89	17	45
Reading/ELA	T S HANCOCK EL	3	White	24	20	83	90	85	19	48	37	35	95	16	43
Reading/ELA	T S HANCOCK EL	3	Eco.Dis.	109	94	86	90	87	13	23	56	46	82	13	23
Reading/ELA	T S HANCOCK EL	3	Spec.Ed.	11	8	73	90	79	0	0	6	2	33	0	0
Reading/ELA	T S HANCOCK EL	3	LEP	65	50	77	90	81	4	29	12	12	100	3	25
Reading/ELA	T S HANCOCK EL	3	LEP M1	34	34	100	100	100	8	73	11	11	100	10	91
Reading/ELA	T S HANCOCK EL	3	LEP M2								0	0	0	0	0
Reading/ELA	T S HANCOCK EL	4	All	133	109	82	90	85	41	31	117	105	90	23	20
Reading/ELA	T S HANCOCK EL	4	AA	36	25	69	90	76	5	14	26	21	81	6	23
Reading/ELA	T S HANCOCK EL	4	Hispanic	42	32	76	90	81	13	31	31	27	87	3	10
Reading/ELA	T S HANCOCK EL	4	White	30	28	93	100	95	13	43	45	43	96	11	24
Reading/ELA	T S HANCOCK EL	4	Eco.Dis.	56	38	68	90	75	9	16	41	32	78	5	12
Reading/ELA	T S HANCOCK EL	4	Spec.Ed.	7	3	43	90	75	1	14	6	5	83	0	0
Reading/ELA	T S HANCOCK EL	4	LEP	3	---	---	---	---	---	---	4	2	50	1	25
Reading/ELA	T S HANCOCK EL	4	LEP M1	12	9	75	90	80	2	17	8	8	100	0	0
Reading/ELA	T S HANCOCK EL	4	LEP M2	14	14	100	100	100	8	57	9	8	89	2	22
Reading/ELA	T S HANCOCK EL	5	All	121	99	82	90	85	45	35	123	112	91	39	32
Reading/ELA	T S HANCOCK EL	5	AA	10	8	80	90	83	9	26	30	25	83	4	13
Reading/ELA	T S HANCOCK EL	5	Hispanic	93	73	78	90	82	9	23	37	32	86	8	22
Reading/ELA	T S HANCOCK EL	5	White	12	12	100	100	100	21	48	43	42	98	21	49
Reading/ELA	T S HANCOCK EL	5	Eco.Dis.	90	73	81	90	84	11	19	56	46	82	9	16
Reading/ELA	T S HANCOCK EL	5	Spec.Ed.	3	---	---	---	---	---	---	5	3	60	0	0
Reading/ELA	T S HANCOCK EL	5	LEP	25	13	52	90	75	0	0	5	4	80	1	20
Reading/ELA	T S HANCOCK EL	5	LEP M1	6	6	100	100	100	1	20	6	6	100	1	17
Reading/ELA	T S HANCOCK EL	5	LEP M2	19	15	79	90	83	0	0	12	12	100	2	17

### CIP PART I: DATA SUPPLEMENT

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Math	T S HANCOCK EL	3	All	135	117	87	90	88	62	46	128	101	79	41	32
Math	T S HANCOCK EL	3	AA	32	23	72	90	78	11	34	32	21	66	3	9
Math	T S HANCOCK EL	3	Hispanic	44	40	91	100	94	17	39	39	31	79	11	28
Math	T S HANCOCK EL	3	White	40	35	88	90	89	24	60	36	28	78	14	39
Math	T S HANCOCK EL	3	Eco.Dis.	55	44	80	90	83	16	29	50	39	78	6	12
Math	T S HANCOCK EL	3	Spec.Ed.	9	4	44	90	75	1	11	5	2	40	0	0
Math	T S HANCOCK EL	3	LEP	16	12	75	90	80	4	25	11	10	91	3	27
Math	T S HANCOCK EL	3	LEP M1	9	9	100	100	100	9	100	11	11	100	6	55
Math	T S HANCOCK EL	3	LEP M2								0	0	0	0	0
Math	T S HANCOCK EL	4	All	134	112	84	90	86	45	34	119	99	83	37	31
Math	T S HANCOCK EL	4	AA	36	22	61	90	75	6	17	26	20	77	5	19
Math	T S HANCOCK EL	4	Hispanic	44	37	84	90	86	11	25	31	25	81	5	16
Math	T S HANCOCK EL	4	White	29	28	97	100	98	14	48	47	40	85	18	38
Math	T S HANCOCK EL	4	Eco.Dis.	57	40	70	90	77	12	21	42	29	69	9	21
Math	T S HANCOCK EL	4	Spec.Ed.	7	3	43	90	75	1	14	8	4	50	1	13
Math	T S HANCOCK EL	4	LEP	3	---	---	---	---	---	---	4	3	75	0	0
Math	T S HANCOCK EL	4	LEP M1	13	11	85	90	87	2	15	8	6	75	2	25
Math	T S HANCOCK EL	4	LEP M2	14	14	100	100	100	7	50	9	9	100	4	44
Math	T S HANCOCK EL	5	All	132	127	96	100	97	72	55	123	114	93	68	55
Math	T S HANCOCK EL	5	AA	34	31	91	100	94	14	41	30	26	87	7	23
Math	T S HANCOCK EL	5	Hispanic	40	39	98	100	99	17	43	37	33	89	20	54
Math	T S HANCOCK EL	5	White	45	44	98	100	99	31	69	43	42	98	30	70
Math	T S HANCOCK EL	5	Eco.Dis.	58	55	95	100	97	21	36	53	46	87	21	40
Math	T S HANCOCK EL	5	Spec.Ed.	3	---	---	---	---	---	---	6	6	100	1	17
Math	T S HANCOCK EL	5	LEP	8	8	100	100	100	2	25	5	4	80	3	60
Math	T S HANCOCK EL	5	LEP M1	4	---	---	---	---	---	---	6	6	100	3	50
Math	T S HANCOCK EL	5	LEP M2	10	10	100	100	100	6	60	11	11	100	6	55



**CIP PART I: DATA SUPPLEMENT**

				2007							2006				
Content	Campus	Grade	Group	Tested #	Met Std #	Met Std %	3 Yr. Target	Goal 2008	Comm #	Comm %	Tested #	Met Std #	Met Std %	Comm #	Comm %
Science	T S HANCOCK EL	3	All												
Science	T S HANCOCK EL	3	AA												
Science	T S HANCOCK EL	3	Hispanic												
Science	T S HANCOCK EL	3	White												
Science	T S HANCOCK EL	3	Eco.Dis.												
Science	T S HANCOCK EL	3	Spec.Ed.												
Science	T S HANCOCK EL	3	LEP												
Science	T S HANCOCK EL	3	LEP M1												
Science	T S HANCOCK EL	3	LEP M2												
Science	T S HANCOCK EL	4	All												
Science	T S HANCOCK EL	4	AA												
Science	T S HANCOCK EL	4	Hispanic												
Science	T S HANCOCK EL	4	White												
Science	T S HANCOCK EL	4	Eco.Dis.												
Science	T S HANCOCK EL	4	Spec.Ed.												
Science	T S HANCOCK EL	4	LEP												
Science	T S HANCOCK EL	4	LEP M1												
Science	T S HANCOCK EL	4	LEP M2												
Science	T S HANCOCK EL	5	All	133	113	85	90	87	51	38	120	102	85	35	29
Science	T S HANCOCK EL	5	AA	34	25	74	90	79	8	24	27	18	67	5	19
Science	T S HANCOCK EL	5	Hispanic	40	35	88	90	89	10	25	37	30	81	10	27
Science	T S HANCOCK EL	5	White	46	41	89	90	89	24	52	43	42	98	18	42
Science	T S HANCOCK EL	5	Eco.Dis.	58	45	78	90	82	13	22	51	38	75	10	20
Science	T S HANCOCK EL	5	Spec.Ed.	4	---	---	---	---	---	---	5	2	40	1	20
Science	T S HANCOCK EL	5	LEP	7	5	71	90	77	0	0	5	3	60	1	20
Science	T S HANCOCK EL	5	LEP M1	5	---	---	---	---	---	---	6	6	100	0	0
Science	T S HANCOCK EL	5	LEP M2	9	7	78	90	82	2	22	11	10	91	2	18

## CIP PART I: DATA SUPPLEMENT

<b>Cypress-Fairbanks ISD</b>			
Campus	Ethnicity	Attendance Rate 05-06	Attendance Rate 06-07
T S Hancock Ele.	AA	96.2	95.9
T S Hancock Ele.	H	96.1	96.1
T S Hancock Ele.	W	96.3	96.1
T S Hancock Ele.	NATIVE	96.7	94.5
T S Hancock Ele.	ASIAN	96.6	96.9
T S Hancock Ele.	MALE	96.4	96.2
T S Hancock Ele.	FEMALE	96.1	96.1
T S Hancock Ele.	SPED	95.1	94.6
T S Hancock Ele.	ECD	96	96
T S Hancock Ele.	LEP	96.1	95.8
T S Hancock Ele.	AT RISK	96	96
T S Hancock Ele.	GT	97.4	97.9
T S Hancock Ele.	MIGRANT	0	0

Gold Performance Acknowledgment  
 Attendance rates  
 District >= 96.0%  
 Elementary >= 97.0%

# **PART II: CAMPUS IMPROVEMENT GOALS AND STRATEGIES**

## Areas to Improve

**District Priority:**

The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

**Area of Focus:**

**Student Safety**

**Campus Objective:**

For 2007 – 2008, discipline referrals will be reduced by 20% from the previous school year.

**Formative Evaluation:**

District & Campus Developed Reports

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Demonstrate the social skills learned from the daily social skills program; <i>The Keystone Curriculum</i> and the BBR skill of the week	VP	All students	Teachers, Counselor, Administrators BBR Committee	Mini lessons Class mtgs. BBR posters	Ongoing For 07-08 School year
	2 Attend classroom guidance lessons	VP	All students	Counselor	Curriculum	Ongoing For 07-08 School year
Teachers	1 Share data about office referrals by grade level. Set goals by grade level on reduction of referrals.	SD	All Staff	Principal Asst. Principals Teachers	District data and Hancock data	May 2008
	2 Staff Development opportunity, <i>Strategies for Classroom Management</i> .	SD	All staff	District staff, BBR liaison	Behavior Specialist	First Semester
	3 Staff Development opportunity, <i>Classroom Motivation A to Z</i> and book study.	SD	All staff	Administrator	Dr. Barbara Blackburn, author	First Semester
Parents	1 Communicate with parents regarding their child's behavior through: a. weekly communication card, b. phone calls,	PI	Parents of identified Students	Teachers, counselor, administrators	Report Cards, Discipline data	Weekly 3-week progress reports

		c. conferences, d. notes e. office intervention/referrals.		All students			
	2	Create an action plan to decrease inappropriate behaviors with child, teacher, and/or administrators.	PI	Parents of identified students	Teachers, counselor, administrators	Behavior Intervention Plans	Ongoing

## Areas to Improve

**District Priority:**

Ensure that students understand the importance of attending school regularly and completing high school.

**Area of Focus:**

**Attendance**

**Campus Objective:**

For 2007 – 2008, the ADA student attendance will increase from 96.1% to 97% or better for all students.

**Formative/Summative Evaluation:**

District-developed Reports and AEIS

STP	Strategies		Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Recognition of perfect attendance in the classroom through ribbon/certificate: a. individually b. as a class	AR	All Students	Teachers Registrar Administrators	Perfect attendance ribbons and certificates Class mtgs.	Ongoing
	2	Announce perfect attendance at the end of each week to recognize classes with 100% attendance	AR	All Students	Administrator	Attendance records	2007-2008 school year
Teachers	1	Establish procedures for each student for make up work opportunities	AR	All Students	Teachers	Folders	Ongoing
	2	Maintain expectations in the “opportunity time” setting during recess to complete work for absences	AR	All Students	Teachers Administrators	Attendance records	Ongoing
Parents	1	Encourage parents to make contact with the school on or before the 3 <sup>rd</sup> day of a student’s absence and arrange for work to be picked up and completed on return to school	PI	All Students	Teachers Administrators	Attendance records & Hancock Highlights	Ongoing
	2	Call parents after the 3 <sup>rd</sup> day of a student’s absence to encourage attendance and determine the reason for absence.	PI	All Students	Teachers Attendance Secretary	Attendance records, Phone log	Ongoing

## Areas to Improve

**District Priority:** 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

**Area of Focus:** **Science**

By May, 2008 Hancock Elementary students in grade 5 will increase percentages in meets expectations, by designated increments or greater, of student populations listed as demonstrated on TAKS Science.

**Campus Objective:**

Met Standard	2007 score	2008 expectation	Grade 5
All	85%	87%	+2%
W	89%	89%	=%
AA	74%	79%	+ 5%
H	88%	89%	+ 1%
ED	78%	82%	+ 4%
Sp. Ed.	50%	75%	+25%
LEP	71%	77%	+6%
Commended	38%	42%	+4%

**Formative/Summative Evaluation:**

Texas Assessment of Knowledge and Skills for 5<sup>th</sup> grade Science, Benchmarks for K – 5, CBA for 5th

STP	Strategies	Codes *	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students will be expected to develop organizational and study skills through the following methods: a. use of the study guide with highlighting b. warm ups c. flashcards d. homework e. note taking f. summarizing	AR	All Students	Teachers Administrators	District study guide	Each six weeks
	2 Students will monitor their progress individually by setting short term goals, reviewing their data from tests	AR	All Students	Teachers	Goal setting forms	Each six weeks

		and daily work, and resetting goals for specific improvement.			Administrators		
	3	Students show mastery of science TEKS through the following methods: a. LoTi participation b. Cooperative grouping c. Answering Higher Level questions d. Graphic organizers and drawing non-linguistic representations e. Testing hypotheses f. Identifying similarities and differences g. Drawing conclusions h. Vocabulary development i. Make connections to social issues or other scientific questions	AR T	All Students	Teachers Administrators	Scope and Sequence  Curriculum Guide  Lesson Plans	Each six weeks
	4	Students will receive extended time in the day for: a. opportunity to complete work due to absence or incompleion b. tutorials c. Saturday School d. Supplemental Instruction	AR	Identified Students grades K-5	Teachers Administrators	Schedule  Title III Grant	Ongoing  Saturday school in the spring '08
Teachers	1	Provide students with hands-on opportunities to conduct science experiments, health awareness, make connections to the real world, and increase student success.	AR	All Students	Teachers PE Teachers	Lesson Plans	Ongoing
	2	Develop and refine students' scientific concepts and processes, critical/creative-thinking skills, and long-term memory through the following methods. a. active and challenging lessons b. Quantum Learning – songs for reinforcement of ideas c. Vocabulary suitcases with flashcards d. Science journals e. Requiring students to highlight important information f. Higher Order Thinking questions and extension of lessons including LoTi g. SQ-RQ-CQ strategies h. Integrate reading, writing, and math into science	AR T SD	All Students	Teachers	Scope and Sequence  Curriculum Guide  Lesson Plans	Ongoing

		units i. Strategies for non-fiction reading					
	3	Create a schedule to allow teachers to have an uninterrupted block of teaching time.	AR	All Students	Administrators CIC team	Schedule	August 2007
Parents	1	Create the opportunity for involvement through the weekly communication folder, review of the student planner, review of the study guide at home, and homework completion	PI	All Students	Teachers	Weekly folder Parent conferences	Ongoing
	2	Create the opportunity for parents to attend curriculum based information nights: a. Curriculum Night b. Student Success Initiative Nights	PI	All Students	Teachers Administrators	Schedule of events Publication in weekly parent communication	Fall semester

# Areas to Improve

**District Priority:** 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

**Area of Focus:** **Mathematics**

By May, 2008 Hancock Elementary students in grades 3, 4, and 5 will increase percentages in meets expectations, by designated increments or greater, of student populations listed as demonstrated on TAKS Math.

**Campus Objective:**

Met Standard	Grade 3		Grade 4		Grade 5	
	'07 Score	'08 Expectation	'07 Score	'08 Expectation	'07 Score	'08 Expectation
All	87%	<b>88%</b>	84%	<b>86%</b>	96%	<b>97%</b>
W	88%	<b>89%</b>	97%	<b>98%</b>	98%	<b>99%</b>
AA	72%	<b>78%</b>	61%	<b>75%</b>	91%	<b>93%</b>
H	91%	<b>93%</b>	84%	<b>86%</b>	98%	<b>99%</b>
ED	80%	<b>83%</b>	70%	<b>77%</b>	95%	<b>97%</b>
Sp. Ed.	44%	<b>75%</b>	43%	<b>75%</b>	0%	<b>75%</b>
LEP	75%	<b>80%</b>	33%	<b>75%</b>	100%	<b>100%</b>
Commended	46%	<b>48%</b>	34%	<b>36%</b>	55%	<b>57%</b>

**Formative/Summative Evaluation:**

Texas Assessment of Knowledge and Skills for 3, 4, 5 grade Mathematics  
 Benchmarks for K - 5, CBA math for 3 - 5

STP		Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Students will show mastery of mathematics TEKS through the following methods: a. Four step process for problem-solving including justification of answers b. Manipulatives c. Cooperative groups	AR T CE	All Students	Teachers Math Coaches At-risk Specialist	Math Coaches Curriculum Guide	Ongoing

		<ul style="list-style-type: none"> <li>d. Technology integration</li> <li>e. Problem solving with real life application</li> <li>f. Understanding vocabulary</li> <li>g. Knowing math facts for appropriate grade level</li> </ul>					
	2	Students will monitor their progress individually by setting short term goals, reviewing their data from tests and daily work, and resetting goals for specific improvement.	AR	All Students	Teachers Administrators	Goal setting forms	Each six weeks
	3	<p>Students will receive extended time in the day for:</p> <ul style="list-style-type: none"> <li>a. opportunity to complete work due to absence or incomplection</li> <li>b. tutorials</li> <li>c. Saturday School</li> <li>d. Supplemental Instruction</li> </ul>	AR	Identified Students K-5	Teachers Administrators	Schedule Title III Grant	Ongoing Saturday school in the spring '08
Teachers	1	<p>Ensure TEKS based instruction through the following methods:</p> <ul style="list-style-type: none"> <li>a. Technology (Math &amp; Music, LoTi)</li> <li>b. Assessments and data review</li> <li>c. Quantum Learning strategies</li> <li>d. Connect math through other disciplines</li> <li>e. Educaide materials <ul style="list-style-type: none"> <li>• Real life problems</li> <li>• Individual problems based on data</li> </ul> </li> <li>f. Math coaches for teachers in grades 2, 3, and 4</li> <li>g. Team planning/vertical discussions</li> <li>h. Benchmark review sessions</li> <li>i. Model thinking strategies for students</li> <li>j. Target the appropriate level of challenge in lessons and homework assignments</li> <li>k. Strategies for non-fiction reading</li> </ul>	AR SD CE	All Students	Teachers Math coaches At-risk Specialist Administrators Math liaison	Educaide Math coaches Scope & Sequence District Math review sessions Quantum Learning team Technology committee	Ongoing
Parents	1	<p>Create the opportunity for parents to attend curriculum based information nights:</p> <ul style="list-style-type: none"> <li>a. Curriculum Night</li> <li>b. Student Success Initiative Nights</li> </ul>	PI	All Students	Teachers Administrators	Schedule of events Publication in weekly parent communication	Fall semester

	2	Create the opportunity for involvement through the weekly communication folder, review of the student planner, review of math facts at home, and homework completion	PI	All Students	Teachers	Weekly folder Parent conferences	Ongoing

## Areas to Improve

**District Priority:** 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

### Reading/English Language Arts

**Area of Focus:** By May, 2008 Hancock Elementary students in grades 3, 4, and 5 will increase percentages in meets expectations, by designated increments or greater, of student populations listed as demonstrated on TAKS Reading/ELA.

**Campus Objective:** #5

Met Standard	Grade 3		Grade 4		Grade 5	
	'07 Score	'08 Expectation	'07 Score	'08 Expectation	'07 Score	'08 Expectation
All	87%	<b>88%</b>	82%	<b>85%</b>	82%	<b>85%</b>
W	83%	<b>85%</b>	93%	<b>95%</b>	100%	<b>100%</b>
AA	92%	<b>95%</b>	69%	<b>76%</b>	80%	<b>83%</b>
H	87%	<b>88%</b>	76%	<b>81%</b>	78%	<b>82%</b>
ED	86%	<b>87%</b>	68%	<b>75%</b>	81%	<b>84%</b>
Sp. Ed.	73%	<b>79%</b>	43%	<b>75%</b>	0%	<b>75%</b>
LEP	77%	<b>81%</b>	33%	<b>75%</b>	52%	<b>75%</b>
Commended	37%	<b>39%</b>	31%	<b>33%</b>	35%	<b>37%</b>

**Formative/Summative Evaluation:** Texas Assessment of Knowledge and Skills for Reading, Benchmarks for grades K – 5, CBA for grades 3 - 5

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students will show mastery of reading/language arts TEKS through the following methods: <ul style="list-style-type: none"> <li>a. sustained silent reading</li> <li>b. Technology (LoTi, Accelerated Reader)</li> <li>c. Cooperative grouping/pair share</li> <li>d. Vocabulary development</li> <li>e. Increased fluency</li> <li>f. Book talks</li> <li>g. Neuhaus lessons and centers</li> <li>h. Building up to a minimum of fifteen minutes of independent reading daily</li> <li>i. Reading</li> <li>j. High Frequency words</li> <li>k. Selection of books on their reading level</li> </ul>	AR CE	All Students	Teachers Administrators Instructional Specialist Librarian Reading Enrichment Teacher	Benchmarks TPRI Resource Center	Ongoing
	2 Students will monitor their progress individually by setting short term goals, reviewing their data from tests and daily work, and resetting goals for specific improvement.	AR	All Students	Teachers Administrators	Goal setting forms	Each six weeks
	3 Students will receive extended time in the day for: <ul style="list-style-type: none"> <li>a. Opportunity to complete work due to absence or incompleton</li> <li>b. tutorials</li> <li>c. Saturday School</li> <li>d. Supplemental Instruction</li> </ul>	AR SD T CE	Identified Students grades K-5	Teachers Administrators	Schedule Title III Grant	Ongoing Saturday school in the spring '08

Teachers	1	<p>Ensure TEKS based instruction through the following methods:</p> <ul style="list-style-type: none"> <li>a. Balanced Literacy</li> <li>b. Guided reading groupings</li> <li>c. Specific vocabulary instruction</li> <li>d. Mini lessons with anchor charts</li> <li>e. Quantum Learning strategies</li> <li>f. Becky Koesel methods</li> <li>g. Kindergarten and First grade planning retreat</li> <li>h. Information on Dyslexia</li> <li>i. District model lessons</li> <li>j. Analyze assessment data to ensure alignment of instruction &amp; objectives</li> <li>k. Technology integration (LoTi, AR)</li> <li>l. Best practices weekly strategies (Marzano, etc.)</li> </ul>			<p>Teachers</p> <p>Administrators</p> <p>District Helping Teachers</p> <p>Reading Enrichment Teacher</p> <p>Instructional Specialist</p>	<p>District developed model lessons</p> <p>Curriculum guide</p> <p>Technology committee</p> <p>Scope and Sequence</p>	<p>Ongoing</p> <p>Retreat: Fall semester</p>
	2	<p>Participate in opportunities to collaborate on content-area curriculum, instructional strategies, and best practices through:</p> <ul style="list-style-type: none"> <li>a. team meetings and planning</li> <li>b. vertical meetings</li> <li>c. book study/article study (<i>Guiding Readers and Writers</i>)</li> </ul>	AR CE		<p>Teachers</p> <p>Administrators</p> <p>Instructional Specialist</p>		<p>Ongoing</p> <p>Book Fall &amp; Spring</p>
	3	<p>Create a schedule to allow teachers to have an uninterrupted block of teaching time.</p>	AR	All Students	<p>Administrators</p> <p>CIC team</p>	Schedule	August 2007

Parents	1	Create an opportunity to attend parent information nights: a. Literacy Night for K – 2 b. Student Success Initiative Night for 3 – 5 c. Curriculum Night PPCD - 5	PI	All Students	Teachers Administrators	Schedule of events  Publication in weekly parent communication	Fall Semester
	2	Create the opportunity for involvement through the weekly communication folder, review of the student planner, review of high frequency words at home, homework completion, and completion of reading logs to document 20 minutes (minimum) at home daily	PI	All Students	Teachers Administrators	Weekly folder  Parent conferences	Ongoing

## Areas to Improve

**District Priority:** 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

**Writing**

**Area of Focus:**

By May, 2008 Hancock Elementary students in 4th grade will increase percentages in meets expectations, by designated increments or greater, of student populations listed as demonstrated on TAKS Writing.

**Campus Objective:** #5

Met Standard	2007 score	2008 expectation	Grade 4
All	88%	89%	+1%
W	97%	98%	+1%
AA	77%	81%	+4%
H	83%	85%	+2%
ED	76%	81%	+5%
Sp.Ed.	86%	87%	+1%
LEP	100%	100%	=%
Commended	30%	32%	+2%

**Formative/Summative Evaluation:**

Texas Assessment of Knowledge and Skills, Benchmarks for grades K – 5, CBA for 4th

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students will become an effective writer in all grades through: <ol style="list-style-type: none"> <li>a. daily writing in all subjects</li> <li>b. the completion of a minimum of 18 writing samples/compositions per year (3 per six weeks)</li> <li>c. the use of appropriate technology programs</li> </ol>	AR T	All Students	Teachers  Administrators	Lesson Plans  Daily warm ups  Curriculum Guide	Each six weeks

		<ul style="list-style-type: none"> <li>and keyboarding</li> <li>d. Conferring with the teacher or a peer</li> <li>e. The use and completion of the editing checklist</li> <li>f. Writing about meaningful topics</li> <li>g. Practice of usage, mechanics, spelling, revision, and editing</li> </ul>				Scope & Sequence	
	2	<p>Students will receive extended time in the day for:</p> <ul style="list-style-type: none"> <li>a. opportunity to complete work due to absence or incomplection</li> <li>b. tutorials</li> <li>c. Saturday School</li> <li>d. Supplemental Instruction</li> </ul>	AR	Identified Students K - 5	Teachers Administrators	Schedule Title III Grant	Ongoing Saturday school in the spring '08
Teachers	1	<p>Improve students' writing skills through the following practices in all grades:</p> <ul style="list-style-type: none"> <li>a. Show students models of high-quality compositions</li> <li>b. Use the "Six Traits" and/or Writer's workshop for the basis of lessons</li> <li>c. Sustained student writing</li> <li>d. Develop opportunities to write across disciplines</li> <li>e. Share literature that exemplifies good traits of writing</li> <li>f. Write daily through notebooks, journals, reader responses</li> <li>g. Grades 2 – 4, expand language through storytelling lessons</li> <li>h. Publish final-draft compositions</li> <li>i. Creating real-world connections through visiting authors</li> <li>j. Using Daily Oral Language in context</li> <li>k. REP cards (Revision and Editing Practice)</li> <li>l. Use of Spalding and Words Their Way</li> <li>m. Word Walls</li> <li>n. Create and display anchor charts</li> </ul>	AR T SD	All Students	Teachers Administrators District Staff Librarian	Lesson Plans Six Traits workshop Storyteller: Karen Lowery Daily Oral Language materials Workshop: Spalding & Words their Way	Ongoing
	2	Participate in opportunities to collaborate on content-	AR	All	Teachers	Book: <i>Guiding</i>	Ongoing

		area curriculum, instructional strategies, and best practices through: d. team meetings and planning e. vertical meetings f. book study/article study ( <i>Guiding Readers and Writers</i> ) g. Staff development to compare writing across the grade level for consistent scoring	SD	Students	Instructional Specialist  Administrators  Writing Committee	<i>Readers and Writers</i>	
	3	Create a schedule to allow teachers to have an uninterrupted block of teaching time.	AR	All Students	Administrators  CIC team	Schedule	August 2007
Parents	1	Create an opportunity to attend parent information nights: a. Literacy Night for K – 2 b. Student Success Initiative Night for 3 – 5 c. Curriculum Night PPCD – 5 d. Writer’s Tea for 4th	PI	All Students	Teachers  Administrators	Schedule of event  Publication in weekly parent communication	a-c Fall semester  d. Spring semester

## Areas to Improve

**District Priority:** 1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

**Area of Focus:** **Social Studies**

By May, 2008 Hancock Elementary students will increase the percentage or maintain exemplary standard on district benchmarks in Social Studies by the 3<sup>rd</sup> test.

**Campus Objective** #6

	Grade 3		Grade 4		Grade 5	
Met Standard	'07 Score	'08 Expectation	'07 Score	'08 Expectation	'07 Score	'08 Expectation
All	92	<b>93</b>	92	<b>93</b>	88	<b>90</b>
W	95	<b>96</b>	97	<b>98</b>	88	<b>90</b>
AA	94	<b>95</b>	77	<b>85</b>	91	<b>92</b>
H	87	<b>88</b>	98	<b>98</b>	82	<b>83</b>
ED	91	<b>92</b>	88	<b>90</b>	84	<b>85</b>
Sp Ed	33	<b>60</b>	75	<b>76</b>	50	<b>70</b>
LEP	92	<b>93</b>	100	<b>100</b>	63	<b>70</b>

**Formative/Summative Evaluation:** District-developed Tests

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Students will be expected to develop organizational and study skills through the following methods: <ol style="list-style-type: none"> <li>a. Interactive student notebook for grades 3, 4, 5</li> <li>b. Vocabulary webs for grades 1 – 5</li> <li>c. Study guides with highlighting</li> <li>d. Warm ups</li> <li>e. Flashcards</li> </ol>	AR	All Students	Teachers  Administrators	Lesson Plans  Curriculum Guide  District study guide	Each six weeks

		<ul style="list-style-type: none"> <li>f. Homework</li> <li>g. Note taking</li> <li>h. Summarizing</li> <li>i. Study guides</li> </ul>					
	2	<p>Students will receive extended time in the day for:</p> <ul style="list-style-type: none"> <li>e. opportunity to complete work due to absence or incompleton</li> <li>f. Supplemental Instruction</li> </ul>	AR	Identified Students in K - 5	Teachers Administrators	Schedule	Ongoing  Saturday school in the spring '08
Teachers	1	<p>Ensure TEKS based instruction through the following methods:</p> <ul style="list-style-type: none"> <li>a. Journal writing</li> <li>b. Core vocabulary development</li> <li>c. Interactive Student Notebook training</li> <li>d. Higher Order Thinking questions</li> <li>e. Make connections to social issues</li> <li>f. Strategies for non-fiction reading</li> <li>g. Graphic organizers and drawing non-linguistic representations</li> <li>h. Technology</li> <li>i. Primary Sources training</li> <li>j. Extend social studies curriculum through fine arts curriculum</li> </ul>	AR SD T		Teachers  Administrators  Social Studies liaison  Fine Arts	Lesson Plans  District training  Curriculum Guide  Scope and Sequence	
Parents	1	<p>Create an opportunity to attend parent information nights:</p> <ul style="list-style-type: none"> <li>a. Curriculum Night PPCD - 5</li> </ul>	AR	All Students	Teachers  Administrators	Schedule of events  Publication in weekly parent communication	Fall Semester
	2	Create the opportunity for involvement through the weekly communication folder, review of the student planner, review and study for tests, and homework completion	AR	All Students	Teachers  Administrators	Weekly folder  Parent Conferences	Ongoing

## \* Areas to Improve

**District Priority:** For 2007-2008, the percent of highly qualified teacher in the core academic areas will be at 100%

**Area of Focus:** **Organizational Health Improvement**

**Campus Objective:** By May, 2008 the OHI survey will show that the adults at Hancock have increased the Cohesiveness component by 30% or better.

**Formative/Summative Evaluation:** Organizational Health Survey

Staff	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Staff	1	Establish a six faculty member team to participate in a district sponsored two-day Enhancing Leadership Effectiveness workshop	SD	OHI six member team	OHI consultants	Enhancing Leadership Effectiveness workshop	August 2007
	2	Each member of the OHI team will become an advocate for one of the six Leadership Belief Statements	SD	All Staff	OHI six member team	Leadership Beliefs	One faculty meeting per month
	3	Staff development will be held prior to school to discuss the Leadership Beliefs, allow for dialogue, review the processes, and answer questions	SD	All Staff	OHI six member team	Enhancing Leadership Effectiveness workshop	August 2007
	4	Staff development will culminate with the "buy-in" of the staff for the support of Leadership Belief #4 - Cohesiveness	SD	All Staff	OHI six member team	Enhancing Leadership Effectiveness workshop	October 2007
	5	Monthly staff meetings will be held to discuss and uphold the Leadership Beliefs.	SD	All Staff	OHI six member team	Enhancing Leadership Effectiveness workshop	Monthly for 2007-2008
	6	Establish group norms for all members of the Hancock staff for meetings, seeking help,	SD	All Staff	OHI six member team	Enhancing Leadership	August 2007

		managing students.				Effectiveness workshop	
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## Legend

<b>Code</b>	<b>Plan</b>	<b>Indicates that the strategy addresses...</b>
AR	At-risk	the needs of students deemed “at-risk” of academic decline.
CE	Compensatory Education	initiatives supported by these funds—math helping teachers; Small-group Reading Improvement and Reading Enrichment; Vietnamese and Chinese itinerant teachers; summer school for LEP students; SOS; bilingual enrichment teachers; at-risk staffing at Title I schools.
PI	Parent Involvement	students’ need for support from home and/or the school’s use of volunteers.
SD	Staff Development	training needs of teachers and other staff.
T	Technology	tools used to enhance instruction or to facilitate managerial tasks.
T1	Title I	federal mandates for school-wide Title I programs.
VP	Violence Prevention	prevention and intervention plans for improving student behavior.

# **PART III: ASSURANCE ADDENDUM**

## CIP PART III: ASSURANCE ADDENDUM

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**Hancock Elementary**  
**Kathy Dickson, Principal**  
**2007 – 2008**  
**Campus Improvement Plan**  
**Cypress-Fairbanks Independent School District**

### Section A

- (1) Hancock Elementary School has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
- (2) The Hancock Elementary CPOC has
  - (a) completed a needs assessment which serves as the basis for the CIP.
  - (b) reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
    - African American
    - Hispanic
    - White
    - Economically Disadvantaged
    - Special Education
    - Limited English Proficient
  - (c) identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
  - (d) included in the CIP these elements.
    - Resources allocated
    - Staff responsible for activities and strategies
    - Formative and summative evaluation criteria
  - (e) addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, dyslexia treatment programs, and pregnancy-related services.
  - (f) included strategies for dropout prevention and reduction. (middle school and high school)
  - (g) included strategies for improving student attendance.
  - (h) included strategies for improving the campus's completion rate. (high school)
  - (i) provided for a program to encourage parental and community involvement at the campus.
  - (j) included goals and methods for violence prevention and intervention on campus.
  - (k) reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
- (3) Teachers will focus instruction on the TEKS deemed as "critical" and will follow the district's scope and sequence for the course and/or grade level.

**CIP PART III: ASSURANCE ADDENDUM**  
**Section B**

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Nicole Washburn	Teacher 1
Valerie Doud	Teacher 2
Kim Miller	Teacher 3
Tanya Poole	Teacher 4
Kristi Barker	Teacher 5
Trudi Hutton	Teacher 6
April Wright	Teacher 7
Jami Sefiane	Teacher 8
Aletha Cardin	Teacher 9
Kathy Dickson	Non-teaching professional 1
Kim Pittman	Non-teaching professional 2
Susan Schlemeyer	Non-teaching professional 3
Cathy Sullivant	Non-teaching professional 4
Adrian Davis	Non-teaching professional 5
Heather Jankowski	Non-teaching professional 6
Heather Quiroz	Parent 1
Shannon Stiner	Parent 2
Mary Ellen Rutherford	Community resident 1
Susan Wessley	Community resident 2
Roseanne Levine, Hilton Garden Inn	Business representative 1
David Wessley, Wesco, Inc.	Business representative 2

### CIP PART III: ASSURANCE ADDENDUM

CPOC Meetings* for '07-'08			
#	Date	Time	Location
1	September 24, 2007	3:30 p.m.	Hancock Elementary Library
2	November 26, 2007	3:30 p.m.	Hancock Elementary Library
3	December 17, 2007	7:00 p.m.	Hancock Elementary Cafeteria
4	February 25, 2008	3:30 p.m.	Hancock Elementary Library
5	May 30, 2008	8:00 a.m.	Hancock Elementary Library

\* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

## CIP PART III: ASSURANCE ADDENDUM

### Section C

(1)

Texas Assessment of Knowledge and Skills Recognized or Exemplary Goal	
For 2007-2008, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	
Formative	After each benchmark/SFA, the staff will review the results to determine progress in meeting established performance levels.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.

(2)

Texas Assessment of Knowledge and Skills Commended Performance Goal	
For 2007-2008, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	
Formative	After each benchmark/SFA, the staff will review the results to determine progress in meeting established performance levels.
Summative	TAKS results will be reviewed to determine if targets were met.
Strategy	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.

### Other Legal Requirements

(3)

Parent and Community Involvement Goal	
For 2007 – 2008, the percent of parents and community members attending PTO meetings will increase by <b>10%</b> .	
Formative	At the end of the first semester, the percent of parents and community members attending PTO meetings will be reviewed to determine progress.
Summative	At the end of the school year, the percent of parents and community members attending PTO meetings will be reviewed to determine if the objective was met.
Strategy	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.

## CIP PART III: ASSURANCE ADDENDUM

(4)

Violence Prevention and Intervention Goal	
For 2007 – 2008, discipline referrals for offenses will be reduced by <b>20%</b> from the previous year.	
Formative	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals.
Summative	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for 07-08.
Strategy	Implement and monitor the school wide safety and security plan.

(5)

Special Education Goal	
For 2007 – 2008, the percent of students meeting ARD expectations will be at or above <b>90%</b> .	
Formative	Each grading period, students' progress on TEKS will be monitored and reviewed.
Summative	Results of the TAKS A and/or TAKS Alt tests will be reviewed to determine if the ARD objectives were met.
Strategy	Provide differentiated instruction to address learning needs of identified special needs students.

(6)

Highly Qualified Teacher Goal	
For 2007 – 2008, the percent of highly qualified teachers in the core academic areas will be at <b>100%</b> .	
Formative	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.
Summative	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.
Strategy	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.

## CIP PART III: ASSURANCE ADDENDUM

Hancock Elementary School Cypress-Fairbanks Independent School District Staff Development Plans 2007 – 2008			
Date	Audience	Responsible for Planning	Purpose/Content
2-Aug	Leadership Conference	District Administrative Staff	
3-Aug	GLT/AMS	Elementary – A.M.	
	GLT/AMS	Secondary - P.M.	
7-Aug	Legal Conference	District Administrative Staff	Legal Conference
13-Aug	All Staff	Administration	Classroom Motivation A to Z
14-Aug	Department Chair and Team Leader	District Staff	
16-Aug-17	New Staff Orientation	District Staff	
20-Aug	All Staff	Campus	Team Planning and Meetings
21-Aug	All Staff	Campus	Organizational Health Improvement
22-Aug	All Staff	Campus	Quantum Learning, OHI
23-Aug	Elementary/Secondary	District Staff	
24-Aug	All Staff	Campus	Team Planning and Meetings
Fall 07	Special Education Teachers	Special Education Liaison	Discuss: Laws, Data, Strategies, ARD Requirements
Fall 07	All Staff	Technology Liaison	Computing 101
Fall 07	Staff	Staff Development Liaison	Book Study – <i>Classroom Motivation from A to Z</i>
Fall/Spring 07-08	All Language Arts Teachers	Instructional Specialist	Book Study - <i>Guiding Readers and Writers</i>
Sept 07	All Math Teachers	Math Liaison	Training for Education
8-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
3-Jan	Elementary Staff	District Staff	Content Areas
	Secondary Staff	Campus	
4-Jan	All Staff	Campus	Baker's Dozen
18-Feb	All Staff	Campus	Time Equivalency Day
30-May	All Staff	Campus	CPOC Close Out