

Hancock Elementary Team
"Soar to Your Dream"

2008-2009
Campus Improvement Plan
for
Hancock Elementary

Cypress-Fairbanks Independent School District

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Hancock Elementary
2008-09 Comprehensive Needs Assessment Summary

The staff at Hancock Elementary includes 74 teachers, 20 paraprofessionals, and 3 administrators. The student population is 30% White, 24% African American, 32% Hispanic, 13% Asian, and 1% Native American. Forty-four percent of students who attend Hancock Elementary qualify for free or reduced lunch. The mobility rate for students at Hancock Elementary is 24.1%.

In accordance with Texas state legislative requirements, the staff at Hancock Elementary conducted a comprehensive needs assessment for the 2008-09 school year. The needs assessment was conducted to identify gaps in student achievement and other areas for improvement. The information used to conduct the needs assessment included the data from the 2008 Texas Assessment of Knowledge and Skills (TAKS), mobility, discipline, attendance, and teacher retention data.

A student group with fewer than seventy-five percent students passing in a given TAKS-tested content area is identified as a priority. Based on the review of the data, a priority area was identified that will be addressed in the 2008-09 school year including: African American students in 3rd grade math (73%). Best practices will be used to address the area of need in the content area and student group identified. Strategies to address the need in this area are delineated in Part I of the campus improvement plan.

Hancock Elementary staff will implement behavioral strategies to reduce the number of discipline incidents related to inappropriate physical contact in the 2008-09 school year. Additionally, efforts will be made to improve the rate of attendance for all student groups including, African American (95.9%), Hispanic (96.1%), White (96.1%), and students who are economically disadvantaged (96.0%). Efforts will also be made to increase teacher retention at Hancock Elementary.

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Area of Focus: Student Safety

District Priority:

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

Campus Objective:

For 2008 – 2009, 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 08-09 School year
	2 Attend classroom guidance lessons	VP	All students	Counselor	Curriculum	Ongoing For 08-09 School year
Teachers	1 Share data about office referrals by grade level. Set goals by grade level on reduction of referrals.	SD	All Staff	Asst. Principals Teachers Behavior Specialists	District data and Hancock data Title 1 Funding	May 2009
	2 Staff Development opportunity, <i>Strategies for Classroom Management</i> . Follow-up classes offered.	SD	All staff	District staff, BBR liaison	Behavior Specialist	First Semester
	3 Staff Development opportunity, <i>Teaching with Love & Logic</i> by Jim Fay book study.	SD	All staff	BBR Liaison	Love & Logic Book	First Semester
	4 Staff Development opportunity, <i>From Rage to Hope</i>	SD	All Professional Staff	Administrator	Crystal Kuykendahl, author, speaker	First Semester

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	5	Playground equipment safety class	VP	All students	PE Staff	Document created outlining equipment use	First Semester
	6	Staff Development opportunity, <i>Teachscape Elementary Classroom Management</i>	SD	New Staff	Mentor Liaison	Online program	First Semester
Parents	1	Communicate with parents regarding their child's behavior through: a. weekly communication card b. phone calls c. conferences d. notes e. Office intervention/referrals T1-6	PI	Parents of identified Students All students	Teachers, counselor, administrators	Report Cards, Discipline data	Weekly 3-week progress reports
	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

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Area of Focus: Attendance

District Priority:	Ensure that students understand the importance of attending school regularly and completing high school.
Campus Objective:	For 2008 – 2009, the ADA student attendance will increase from 96.4% 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/team points: a. individually – report cards b. as a team	AR	All Students	Teachers Registrar Administrators	Perfect attendance ribbons and certificates Class mtgs.	Ongoing
	2	Establish procedures for each student for make up work opportunities	AR	All Students	Teachers	Folders	Ongoing
Teachers	1	Maintain expectations in the “opportunity time” setting during recess to complete work for absences	AR	All Students	Teachers Administrators	Attendance records	Ongoing
	2	Encourage parents to make contact with the school on or before the 3 rd day of a student’s absence and arrange for work to be picked up and completed on return to school T1-6	PI	All Students	Teachers Administrators Parents	Attendance records & Hancock Highlights	Ongoing
Parents	1	Call parents after the 3 rd 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
	2						

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Area of Focus: Science

Group	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	74	79	78	90	82
All	85	87	86	90	87
Eco.Dis.	78	82	85	90	87
Hispanic	88	89	80	90	83
LEP	71	77	--	--	--
LEP M1	--	--	--	--	--
LEP M2	78	82	100	100	100
Spec.Ed.	--	--	57	90	75
White	89	89	97	100	98

District Priority:

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

Campus Objective:

By May 2009, 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.

Formative/Summative Evaluation:

Texas Assessment of Knowledge and Skills for 5th 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 T1-2	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 and daily work, and resetting goals for specific improvement.	AR	All Students	Teachers Administrators	Goal setting forms	Each six weeks
	3 Students show mastery of science TEKS through the following methods:	AR	All Students	Teachers	Scope and Sequence	Each six weeks

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

		<ul style="list-style-type: none"> 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 			Administrators	Curriculum Guide Lesson Plans	
	4	<p>Students will receive extended time in the day for:</p> <ul style="list-style-type: none"> a. opportunity to complete work due to absence or incompletion b. tutorials c. Saturday School d. Supplemental Instruction T1-9 	AR	Identified Students grades K-5	Teachers Administrators	Schedule Title III Grant	Ongoing Saturday school in the spring '09
	5	Students who are at-risk in science will receive Title 1 support.	AR	Identified students in 4 th and 5 th grades	Teachers Title 1 Teacher	Title 1 funding	
Teachers	1	Provide students with hands-on opportunities to conduct science experiments, health awareness, make connections to the real world, and increase student success. T1-2	AR	All Students	Teachers PE Teachers	Lesson Plans	Ongoing
	2	<p>Develop and refine students' scientific concepts and processes, critical/creative-thinking skills, and long-term memory through the following methods.</p> <ul style="list-style-type: none"> 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 	AR T SD	All Students	Teachers	Scope and Sequence Curriculum Guide Lesson Plans	Ongoing

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		h. Integrate reading, writing, and math into science 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	Schedule	August 2008
	4	Title 1 teacher will support grade levels by providing push-in and pull-out support	AR	All Students	Title 1 Teacher	Scope & Sequence Curriculum Guide, TEKS	Ongoing
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 T1-6	PI	All Students	Teachers	Weekly folder Parent conferences	Ongoing
	2	Create the opportunity for parents to attend curriculum based information nights: a. Curriculum Night/Open House b. Student Success Initiative Nights c. Parent Training	PI	All Students	Teachers Administrators Title 1 Teachers	Schedule of events Publication in monthly parent Communication Title 1 funds	2008-2009

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Area of Focus: Mathematics

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 3 Yr Target	Gr3 09 Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	72	78	73	90	79	61	75	84	90	86	91	94	89	90	89
All	87	88	87	90	88	84	86	90	100	93	96	97	96	100	97
Eco.Dis.	80	83	80	90	83	70	77	89	90	89	95	97	95	100	97
Hispanic	91	94	92	100	95	84	86	91	100	94	98	99	98	100	99
LEP	75	80	100	100	100	--	--	81	90	84	100	100	--	--	--
LEP M1	100	100	100	100	100	85	87	--	--	--	--	--	--	--	--
LEP M2	--	--	--	--	--	100	100	100	100	100	100	100	100	100	100
Spec.Ed.	44	75	50	90	75	43	75	83	90	85	--	--	83	90	85
White	88	89	92	100	95	97	98	91	100	94	98	99	100	100	100

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

Campus Objective: By May 2009, 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.

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 d. Technology integration e. Problem solving with real life application f. Understanding vocabulary g. Knowing math facts for appropriate grade level h. Model drawing	AR T CE	All Students	Teachers Math Coaches Title 1Teacher	Math Coaches Curriculum Guide Teacher Notes Ji-Ji Textbook/etools	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

	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: a. opportunity to complete work due to absence or incompleton b. tutorials by a certified teacher c. Saturday School d. Supplemental Instruction T1-9	AR	Identified Students K-5	Teachers Administrators Title 1 Teacher	Schedule Title III Grant	Ongoing Saturday school in the spring '09
	4	Students will have the opportunity to receive summer school scholarships	AR	Identified Students 3-5	Administrators	Title 1 funds	Summer 2009
Teachers	1	Ensure TEKS based instruction through the following methods: a. Technology (Math & Music, LoTi) b. Assessments and data review c. Quantum Learning strategies d. Connect math through other disciplines e. Educaide materials • Real life problems • Individual problems based on data f. Math coaches g. Team planning/vertical discussions h. Benchmark review sessions i. Model thinking strategies for students j. Target the appropriate level of challenge in lessons and homework assignments k. Strategies for non-fiction reading T1-5	AR SD CE	All Students	Teachers Math coaches Administrators Math Liaison	Educaide Math coaches Scope & Sequence District Math review sessions Quantum Learning team Technology committee Textbook/etools	Ongoing
Parents	1	Create the opportunity for parents to attend curriculum based information nights: a. Curriculum Night/Open House b. Student Success Initiative Nights c. Parent training T1-6	PI	All Students	Teachers Administrators Title 1 Teachers	Schedule of events Publication in monthly parent Communication Title 1 funds	2008-2009

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	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

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Area of Focus: Reading/English Language Arts

Group	Gr3 07 Score	Gr3 08 Target	Gr3 08 Score	Gr3 3 Yr Target	Gr3 09 Target	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target	Gr5 07 Score	Gr5 08 Target	Gr5 08 Score	Gr5 3 Yr Target	Gr5 09 Target
AA	92	95	89	90	89	69	76	76	90	81	80	83	92	100	95
All	87	88	95	100	97	82	85	85	90	87	82	85	94	100	96
Eco.Dis.	86	87	88	90	89	68	75	78	90	82	81	84	92	100	95
Hispanic	87	88	97	100	98	76	81	84	90	86	78	82	92	100	95
LEP	77	81	100	100	100	--	--	57	90	75	52	75	67	90	75
LEP M1	100	100	100	100	100	75	80	--	--	--	100	100	--	--	--
LEP M2	--	--	--	--	--	100	100	100	100	100	79	83	100	100	100
Spec.Ed.	73	79	75	90	80	43	75	--	--	--	--	--	71	90	78
White	83	85	96	100	97	93	95	91	100	94	100	100	97	100	98

District Priority:

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

Campus Objective:

#5 By May 2009, 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.

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

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Students	1	Students will show mastery of reading/language arts TEKS through the following methods: a. Independent reading b. Technology (LoTi, Accelerated Reader) c. Cooperative grouping/pair share d. Vocabulary development e. Increased fluency f. Book talks g. Neuhaus lessons and centers h. Building up to a minimum of fifteen minutes of independent reading daily i. Reading j. High Frequency words k. Selection of books on their reading level	AR CE	All Students	Teachers Administrators Instructional Specialist Title 1 Literacy Coach Librarian Reading Enrichment Teacher	Benchmarks ISIP 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. T1-8	AR	All Students	Teachers Administrators	Goal setting forms	Each six weeks
	3	Students will receive extended time in the day for: a. Opportunity to complete work due to absence or incompleteness b. tutorials c. Saturday School d. Supplemental Instruction T1-9	AR SD T CE	Identified Students grades K-5	Teachers Administrators	Schedule Title III Grant Title 1	Ongoing Saturday school in the spring '09
	4	Students will have the opportunity to receive summer school scholarships	AR	Identified students 3-5	Administrators	Title 1 funds	Summer 2009

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Teachers	1	<p>Ensure TEKS based instruction through the following methods:</p> <ol style="list-style-type: none"> Balanced Literacy Guided reading groupings Specific vocabulary instruction Mini lessons with anchor charts Quantum Learning strategies Becky Koesel/Elizabeth Martin methods Kindergarten and First grade planning retreat Information on Dyslexia District model lessons Analyze assessment data to ensure alignment of instruction & objectives Technology integration (LoTi, AR) Best practices weekly strategies (Marzano, etc.) T1-2 			<p>Teachers</p> <p>Administrators</p> <p>District Helping Teachers</p> <p>Reading Enrichment Teacher</p> <p>Instructional Specialist</p> <p>Title 1 Literacy Coach</p>	<p>District developed model lessons</p> <p>Curriculum guide</p> <p>Technology committee</p> <p>Scope and Sequence</p> <p>Consultant (Title 1 funds)</p> <p>Title 1 funds for campus library books and literacy library books</p>	Ongoing
	2	<p>Participate in opportunities to collaborate on content-area curriculum, instructional strategies, and best practices through:</p> <ol style="list-style-type: none"> team meetings and planning vertical meetings book studies(<i>Growing Readers</i>) 	AR CE		<p>Teachers</p> <p>Administrators</p> <p>Instructional Specialist</p>	Professional Library	<p>Ongoing</p> <p>Book Fall & Spring</p>
	3	Create a schedule to allow teachers to have an uninterrupted block of teaching time.	AR	All Students	<p>Administrators</p> <p>Faculty Advisory Committee</p>	Schedule	August 2009
Parents	1	<p>Create an opportunity to attend parent information nights that include information about Title 1:</p> <ol style="list-style-type: none"> Literacy Night for K – 2 T1-6 	PI	All Students	<p>Teachers</p> <p>Administrators</p>	<p>Schedule of events</p> <p>Publication in</p>	2008-2009

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

		b. Student Success Initiative Night for 3 – 5 c. Curriculum Night/Open House PPCD – 5 d. Parent Training T1-6			Title 1 Teachers	monthly parent communication	
	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

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Area of Focus: Writing

Group	Gr4 07 Score	Gr4 08 Target	Gr4 08 Score	Gr4 3 Yr Target	Gr4 09 Target
AA	77	81	88	90	89
All	88	89	90	100	93
Eco.Dis.	76	81	88	90	89
Hispanic	83	85	89	90	89
LEP	--	--	80	90	83
LEP M1	85	87	--	--	--
LEP M2	93	95	100	100	100
Spec.Ed.	86	87	--	--	--
White	97	98	91	100	94

District Priority:

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

Campus Objective:

#5 By May 2009, 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.

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: a. daily writing in all subjects b. the completion of a minimum of 18 writing samples/compositions per year (3 per six weeks) c. the use of appropriate technology programs and keyboarding d. Conferring with the teacher or a peer e. The use and completion of the editing checklist f. Writing about meaningful topics g. Practice of usage, mechanics, spelling, revision, and editing	AR T	All Students	Teachers Administrators	Lesson Plans Daily warm ups Curriculum Guide Scope & Sequence	Each six weeks
	2 Students will receive extended time in the day for:	AR	Identified	Teachers	Schedule	Ongoing

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		<ul style="list-style-type: none"> a. opportunity to complete work due to absence or incomplection b. tutorials c. Saturday School d. Supplemental Instruction 		Students K - 5	Administrators	Title III Grant	Saturday school in the spring '09
Teachers	1	<p>Improve students' writing skills through the following practices in all grades:</p> <ul style="list-style-type: none"> a. Show students models of high-quality compositions b. Use the "Six Traits" and/or Writer's workshop for the basis of lessons c. Sustained student writing d. Develop opportunities to write across disciplines e. Share literature that exemplifies good traits of writing f. Write daily through notebooks, journals, reader responses g. Grades 2 – 4, expand language through storytelling lessons h. Publish final-draft compositions i. Creating real-world connections through visiting authors j. Using Daily Oral Language in context k. REP cards (Revision and Editing Practice) l. Use of Spalding and Words Their Way m. Word Walls n. Create and display anchor charts T1-2 	AR T SD	All Students	<ul style="list-style-type: none"> Teachers Administrators District Staff Librarian 	<ul style="list-style-type: none"> Lesson Plans Six Traits workshop Storyteller: Karen Lowery Daily Oral Language materials Workshop: Spalding & Words their Way 	Ongoing
	2	<p>Participate in opportunities to collaborate on content-area curriculum, instructional strategies, and best practices through:</p> <ul style="list-style-type: none"> d. team meetings and planning e. vertical meetings f. book study/article study follow-up (<i>Guiding Readers and Writers</i>) g. Staff development to compare writing across 	AR SD	All Students	<ul style="list-style-type: none"> Teachers Instructional Specialist Administrators Language Arts 	<ul style="list-style-type: none"> Book: <i>Guiding Readers and Writers</i> Lucy Calkins: <i>Writers Workshop</i> 	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

		the grade level for consistent scoring h. Staff Development with a Language Arts consultant – subs required T1-4			Committee	Consultant (Title 1 funds) Subs (Title 1 funds)	
	3	Create a schedule to allow teachers to have an uninterrupted block of teaching time. T1-5	AR	All Students	Administrators Faculty Advisory Committee	Schedule	August 2008
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/Open House PPCD – 5 d. Parent training T1-6	PI	All Students	Teachers Administrators Title 1 Teachers	Schedule of event Publication in monthly parent Communication Title 1 funds	2008-2009

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Area of Focus: Social Studies

District Priority:	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.
Campus Objective	#6	By May 2009, Hancock Elementary students will meet or surpass grade level standards on the district-developed benchmarks.
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: <ul style="list-style-type: none"> a. Interactive student notebook for grades 3, 4, 5 b. Vocabulary webs for grades 1 – 5 c. Warm ups d. Flashcards e. Homework f. Note taking g. Summarizing h. Study guides 	AR	All Students	Teachers Administrators	Lesson Plans Curriculum Guide District study guide	Each six weeks
	2 Students will receive extended time in the day for: <ul style="list-style-type: none"> e. Opportunity to complete work f. Supplemental Instruction 	AR	Identified Students in K - 5	Teachers Administrators	Schedule	Ongoing
Teachers	1 Ensure TEKS based instruction through the following methods: <ul style="list-style-type: none"> a. Journal writing b. Core vocabulary development c. Use of Interactive Student Notebook Higher Order Thinking questions d. Connections curriculum to current social issues e. Strategies for non-fiction reading 	AR SD T		Teachers Administrators Social Studies liaison Fine Arts	Lesson Plans District training Curriculum Guide Scope and Sequence	

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		<ul style="list-style-type: none"> f. Graphic organizers and drawing non-linguistic representations g. Technology h. Primary Sources training i. Extend social studies curriculum through fine arts curriculum j. Extend social studies curriculum through fine arts (art & music) and P.E. curriculums 					
Parents	1	<p>Create an opportunity to attend parent information nights:</p> <ul style="list-style-type: none"> a. Curriculum Night/Open House PPCD – 5 T1-6 	AR	All Students	<ul style="list-style-type: none"> Teachers Administrators 	<ul style="list-style-type: none"> Schedule of events Publication in monthly 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	<ul style="list-style-type: none"> Teachers Administrators 	<ul style="list-style-type: none"> Weekly folder Parent Conferences 	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Area of Focus: Organizational Health Improvement

District Priority:

The percentage of highly qualified teacher in the core academic areas will remain at 100%

Campus Objective:

To maintain a school environment at Hancock Elementary School that promotes individuals and teams to think interdependently for the betterment of student achievement and to continue to be proactive toward managing the challenge of change.

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 new six member team	OHI consultants	Enhancing Leadership Effectiveness workshop	August 2008
	2	Each member of the OHI team will become an advocate for one of the six Leadership Belief Statements	SD	All Staff	OHI Team	Leadership Beliefs	One faculty meeting per month
	3	<p>Create a structure at Hancock Elementary School that empowers individuals and teams in a positive manner focusing upon student growth.</p> <p>a. An administrator will attend each Team/Professional Learning Community, CPOC, Faculty Advisory, staff development committees, and grade level meetings as a resource person when schedule permits.</p> <p>b. Clear, concise directions of what each committee is to achieve will be created. Before any recommendation is</p>	SD	Principal, Assistant Principals	All Staff	Enhancing Leadership Effectiveness workshop	Scheduled meetings for the 2008-2009 school year

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

		<p>implemented, committees will consider the potential affects of the recommendations upon the interdependence of the total staff.</p> <p>c. Liaisons and CPOC will develop greater Autonomy in decision making that is balanced between the needs of the individual team and the total needs of the school. T1-2</p>					
	4	<p>Leadership Belief Statement #4 will be the theme for the Professional Learning Communities at Hancock Elementary School. All staff members and teams will work to move from dependence, to independence, to ultimately interdependence. By becoming interdependent teams, both school and student performance will be improved and team development will flourish.</p>	SD	All Staff	OHI Team & Campus Administrators	Enhancing Leadership Effectiveness workshop	Beginning September 2008

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Legend

Code	Plan	Indicates that the strategy addresses...
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.

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CIP PART II: ASSURANCE ADDENDUM

Hancock Elementary 2008 – 2009 Campus Improvement Plan Cypress-Fairbanks Independent School District

Section A

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

X	Hancock 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])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient 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.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
	Included strategies for improving the campus's completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the campus.
	Included strategies for implementing a Coordinated School Health Program, grades 6-8. (middle school)
X	Included goals and methods for violence prevention and intervention on campus.
	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	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). T1-10
X	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.
	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)

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X	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
X	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten. T1-7

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CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council			
Name of CPOC Member		Position	
Louanne Shaffer		Principal:	
Susan Messer		Teacher 1:	
Cindy Davis		Teacher 2:	
Emily Lovejoy		Teacher 3:	
Cindy Sullivan		Teacher 4:	
Sandy Fleck		Teacher 5:	
Joanne Smith		Teacher 6:	
Jolene Bruklis		Teacher 7:	
Mary Collins		Teacher 8:	
Casey Suter		Non-teaching professional 1:	
Adrian Davis		Non-teaching professional 2:	
Lisa Cottle		District Representative:	
Shannon Stiner		Parent 1:	
Amy Brock		Parent 2:	
Mary Ellen Rutherford		Community resident 1:	
Angela Bishop		Community resident 2:	
Roseanne Levin, Hilton Garden Inn		Business representative 1:	
Alan Taylor, Region 4 Consultant		Business representative 2:	
CPOC Meetings* for '08 – '09			
#	Date	Time	Location
1	August 26, 2008	7:30 a.m.	Hancock Library
2	September 25, 2008	7:30 a.m.	Hancock Library
3	October 23, 2008	7:30 a.m.	Hancock Library
3	November 20, 2008	7:30 a.m.	Hancock Library – Public Hearing
4	June 4, 2009	7:30 a.m.	Hancock 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.

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Section C

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

	Goal	Description	Formative	Summative	Strategy
x	1) TAKS Recognized or Exemplary	For 2008-2009, 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.)	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
x	2) TAKS Commended Performance	For 2008-2009, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students’ deep understanding of content and concepts.
x	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending VIPS meetings will increase by 10% .	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
x	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at 0% .	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
x	5) Violence Prevention	For 2008-2009, the discipline referrals for	Each grading period the discipline referrals will be	At the end of the school year, the discipline	Implement and monitor the school-wide safety

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		offenses will be reduced by 20% from the previous school year.	reviewed to determine the percent of referrals.	referrals will be reviewed to determine the percent of referrals for 08-09 .	and security plan.
x	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above 90% .	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
x	7) Highly Qualified Teacher	For 2008-2009, the percent of highly qualified teachers in the core academic areas will be at 100% . T1-3	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.	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.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
	8) Secondary Drop-out Prevention	For 2008-2009, the dropout rate will be XX% or less with no student group exceeding XX% .	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2008 – 2009 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
	9) High School AEIS – Ninth Graders	The percent of 2008 – 2009 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least XX% .	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
	10) Recommended High School Program	For 2008-2009, the percent of students who graduate with RHSP will be at or above XX% .	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and

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					programs.
	11) High School AEIS – Advanced Courses and Dual Credit	For 2008-2009, the percent of students who have completed at least one advanced course will be at or above XX% .	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	12) High School AEIS – Advanced Placement Exams	For 2008-2009, the percent of students who take an AP exam will be at or above XX% .	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	13) High School AEIS – SAT/ACT Exams	For 2008-2009, the percent of graduates who take SAT/ACT exams will be at or above XX% .	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	14) High School CTE	For 2008-2009, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) XX% .	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

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Section D

10 Components of a Title I Program

- 1. **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
- 2. **School-wide reform strategies** – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
- 3. **Instruction by highly qualified teachers** – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
- 4. **High-quality and ongoing professional development** – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
- 5. **Strategies to attract high-quality, highly-qualified teachers** – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
- 6. **Strategies to increase parental involvement** – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or TAKS information programs.
- 7. **Transition from early childhood programs** – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
- 8. **Measures to include teachers in the decisions regarding the uses of academic assessments** – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
- 9. **Effective, timely additional assistance** – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoservweb and are accessible to teachers and administrators.
- 10. **Coordination and integration of federal, state, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

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CIP PART II: ASSURANCE ADDENDUM

Hancock Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2008 – 2009			
Date	Audience	Responsible for Planning	Purpose/Content
4-Aug (A.M.)	Leadership Conference	District Administrative Staff	
5-Aug (P.M.)	GLT/AMS	Elementary	
4-Aug (P.M.)	GLT/AMS	Secondary	
5-Aug (A.M.)	Safety Conference	District Administrative Staff	
11- Aug.	All Staff	Administration	Student management
12-Aug	Department Chair and Team Leader		
14-Aug-15	New Staff Orientation	District Staff	
18-Aug	All Staff	Campus	Setting the Course for a New Year
19-Aug	All Staff	Campus	From Rage to Hope: Strategies for Reclaiming Black and Hispanic Students
20-Aug	All Staff	Campus	Team Planning and Meetings
21-Aug	Elementary/Secondary	District Staff	
22-Aug	All Staff	Campus	Team Planning and Meetings
13-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
5-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	
16-Feb	All Staff	Campus	Campus TE Day
13-April *	All Staff	Campus	Student Management
4-June	All Staff	Campus	CPOC Close out

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