

Hancock Elementary Team
"Just Do it! Every Child, Every Chance,
Everyday."

2009-2010
Campus Improvement Plan
for
Hancock Elementary

Cypress-Fairbanks Independent School District

Mission Statements

Cypress-Fairbanks Independent School District Mission Statement

The district will provide the environment and learning opportunities for all students so that, as graduates, they will possess the qualities that will enable them to live meaningfully and successfully in society and in the workplace. The Cypress-Fairbanks ISD graduate will exhibit the following attributes:

- Effective Communicator;
- Competent Problem-solver;
 - Self-directed Learner;
- Responsible Citizen; and
 - Quality Producer.

Hancock Elementary Mission Statement

- Improve reading scores by establishing a reading incentive for grades 2 - 5, Accelerated Reader.
- Improve student decisions on social skills by establishing a new social skills curriculum, Keystone through Capturing Kids' Hearts.

Hancock Elementary
2009-10 Comprehensive Needs Assessment Summary

The staff at Hancock Elementary includes 74 teachers, 20 paraprofessionals, and 3 administrators. The student population is 30% White, 28% African American, 30% Hispanic, 12% Asian, and 0% Native American. Forty-nine percent of students who attend Hancock Elementary qualify for free or reduced lunch. The mobility rate for students at Hancock Elementary is 25%.

In accordance with Texas state legislative requirements, the staff at Hancock Elementary conducted a comprehensive needs assessment for the 2009-10 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 2009 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 2009-10 school year including: African American students in math (73%) and reading (75%). 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 2009-10 school year. Additionally, efforts will be made to improve the rate of attendance for all student groups including, African American (95.9%), Hispanic (95.7%), White (96.2%), and students who are economically disadvantaged (95.4%). Efforts will also be made to increase teacher retention at Hancock Elementary.

Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	For all TAKS subjects, we met with staff to analyze data. We revised strategies and created targets. We also hired tutors through Title1, ARIP and AMIP funding,	We maintained the Recognized rating.
		Writing	"	
		Math	"	
		Science	"	
		Social Studies	"	
		Other		
	Subgroups	All	Most of our subgroups met or exceeded our targets.	
		AA		
		H		
		W		
		ED		
		LEP		
		SE		
	Social/ Emotional	Discipline	We worked closely with the Student Services Department to develop a classroom management system to meet the needs of current students.	
		Extracurricular	We offered a Jr. Achievement Club, had a mentor program	
Other				
Teacher	Professional Development	We had consultant Elizabeth Martin work with our 3 rd & 4 th Grade Language Arts teachers for a total of 6 times. We offered over 30 hours of staff development in classroom management.		
	Qualifications	All staff are highly qualified.		
	New Staff	New Teacher Induction Program		
	Retention	Most staff have been retained for 2009-2010		
Parent		Offered parent training and materials through Title 1 funding.		

Area of Focus: Campus Culture

District Priority:

The district's schools will maintain an engaging environment conducive to student learning and employee effectiveness.

Campus Performance Objective:

#

Hancock Elementary is an educational community dedicated to producing successful, engaged learners who are fully prepared for and committed to the post-secondary educational endeavors needed to succeed in today's society.

Formative Evaluation:

Surveys, sign-in sheets, discipline referrals

STP	Strategies		Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Implement positive reward system	All students	BI, teachers, A-Team, all support staff	Coupons training	2009-2010
Teachers	1	Hire Behavior Interventionist	Teachers	Principal	Title 1 funds	Prior to Aug. 2009
Parents	1	Open Houses	Parents	Teachers, A-Team	Staff	2009
	2	Curriculum Nights/training	Parents	Teachers, A-Team	Title 1 funds	2009-2010
	3	Encourage active PTO	Parents	Teachers, A-Team	PTO volunteers	2009-2010

Area of Focus: Student Safety and Health

District Priority:

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

Health: Ensure that students understand their responsibility to behave in ways that cause them to be physically fit emotionally healthy, and drug free.

Campus Performance Objective:

Safety: For 2009-2010, discipline referrals will be reduced by 20% from the previous school year.

Health: For 2009-2010, the campus will provide a coordinated school health and physical activity program in which 100% of the students participate.

Formative Evaluation:

Safety: District & Campus Developed Reports

Health: Fitnessgram Reports and Student Survey

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 09-10 School year
	2	Attend classroom guidance lessons	VP	All students	Counselor	Curriculum	Ongoing For 09-10 School year
	3	Health: Participate in CATCH program	AR	All	Teachers	CATCH Materials	Ongoing
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	Ongoing for 09-10 school year
	2	Staff Development opportunity, <i>PBIS Foundation</i>	SD	All staff	District staff, Behavior Interventionist	Behavior Specialist	First Semester

Teachers	3	Playground equipment safety class	VP	All students	PE Staff	Document created outlining equipment use	First Semester
	4	Staff Development opportunity, <i>Teachscape Elementary Classroom Management</i>	SD	New Staff	Mentor Liaison	Online program	First Semester
	5	Health: Present CATCH lessons to students.	AR	All	Teachers	CATCH Materials	Ongoing
Parents	1	Communicate with parents regarding their child's behavior through: <ul style="list-style-type: none"> 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, progress reports
	2	Create an action plan to decrease inappropriate behaviors with child, teacher, and/or administrators.	PI	Parents of identified students	Teachers, , assistant principals, behavior interventionist	Behavior Intervention Plans	Ongoing

Area of Focus: Attendance

District Priority:

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

**Campus Performance Objective:
Formative/Summative Evaluation:**

For 2009-2010, the ADA student attendance will increase from 96.4% to 97% or better for all students.

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 certificates: a. individually – report cards b. as a class	AR	All Students	Teachers Registrar Administrators	Perfect attendance ribbons and certificates Class mtgs.	Ongoing
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 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
	2	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

Area of Focus: Science

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
5	All	141	90	42	140	86	53	93
5	AA	29	79	17	37	78	24	83
5	Hispanic	59	92	41	50	80	48	95
5	White	34	97	62	32	97	78	98
5	Eco. Dis.	65	85	31	65	85	38	87
5	SpEd	--	--	--	7	57	14	--
5	LEP	9	67	11	--	--	--	75
5	LEP M1	11	82	27	--	--	--	85
5	LEP M2	--	--	--	10	100	40	--

District Priority:

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

Campus Performance Objective:

By May 2010, 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 nine 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 nine weeks
	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 nine weeks
	4 Students will receive extended time in the day for: a. opportunity to complete work due to absence or incompleion b. tutorials c. Supplemental Instruction T1-9	AR	Identified Students grades K-5	Teachers Administrators	Schedule Title III Grant	Ongoing
	5 Students who are at-risk in science will receive Title 1 support. Saturday Schools	AR	Identified students in 4 th and 5 th grades	Teachers Title 1 Teacher	Title 1 funding	Ongoing Fall & spring

Teachers	1	Provide students with hands-on opportunities, time to conduct science experiments, health awareness, making connections to the real world, and increase student success. T1-2	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. Vocabulary suitcases with flashcards c. Science journals d. Requiring students to highlight important information e. Higher Order Thinking questions and extension of lessons including LoTi f. SQ-RQ-CQ strategies for vocabulary development g. Integrate reading, writing, and math into science units h. Strategies for non-fiction reading i. Anchor charts j. Kinesthetic activities	AR T SD	All Students	Teachers	Scope and Sequence Curriculum Guide Lesson Plans Check points Unit tests Benchmark tests	Ongoing
	3	Create a schedule to allow teachers to have an uninterrupted block of teaching time 60-75 minutes.	AR	All Students	Administrators	Schedule	August 2009
	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
	5	Training for new science teachers	SD	New teachers	Administrators Instructional Specialist	Schedule of staff development	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	<p>Create the opportunity for parents to attend curriculum based information nights:</p> <ul style="list-style-type: none"> a. Curriculum Night/Open House b. Student Success Initiative Nights c. Parent Training 	PI	All Students	<p>Teachers</p> <p>Administrators</p> <p>Title 1 Teachers</p>	<p>Schedule of events</p> <p>Publication in monthly parent Communication</p> <p>Title 1 funds</p>	2009-2010
--	---	---	----	--------------	---	---	-----------

Area of Focus: Mathematics

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
3	All	147	87	47	157	87	36	88
3	AA	39	72	18	48	73	25	78
3	Hispanic	42	88	60	39	92	49	89
3	White	42	95	57	50	92	30	97
3	Eco. Dis.	61	77	33	61	80	28	81
3	SpEd	7	43	--	10	50	10	75
3	LEP	20	80	40	19	100	42	83
3	LEP M1	7	100	86	12	100	92	100
3	LEP M2	--	--	--	--	--	--	--
4	All	161	88	40	135	90	39	89
4	AA	42	67	31	25	84	24	75
4	Hispanic	51	94	37	45	91	47	96
4	White	52	94	40	45	91	33	96
4	Eco. Dis.	66	82	26	57	89	32	85
4	SpEd	7	71	14	6	83	17	77
4	LEP	14	86	29	16	81	19	87
4	LEP M1	10	100	30	--	--	--	100
4	LEP M2	10	100	80	9	100	89	100
5	All	145	94	53	139	96	49	96
5	AA	31	84	29	37	89	22	86
5	Hispanic	61	95	50	49	98	44	97
5	White	35	97	71	32	100	63	98
5	Eco. Dis.	69	90	41	65	95	36	93
5	SpEd	--	--	--	6	83	17	--
5	LEP	9	100	33	--	--	--	100
5	LEP M1	12	92	33	--	--	--	95
5	LEP M2	--	--	--	11	100	45	--

District Priority:

1A

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

Campus Performance Objective:

By May 2010, 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. Vocabulary development g. Knowing math facts for appropriate grade level h. Model drawing i. Non-linguistic representations (visual representations or graphic organizational tools) j. Daily math instruction will be explicit and systematic at a moderate pace as described in the "Graphically Overview" .	AR T CE	All Students	Teachers Title 1 Teacher	Curriculum Guide Ji-Ji Textbook/etools	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 nine weeks
	3 Students will receive extended time in the day for: a. opportunity to complete work due to absence or incomplection b. tutorials by a certified teacher c. Saturday School (5 Saturdays) d. Supplemental Instruction T1-9	AR	Identified Students K-5	Teachers Administrators Title 1 Teacher	Schedule Title III Grant	Ongoing Saturday school

Teachers	1	<p>Ensure TEKS based instruction through the following methods:</p> <ul style="list-style-type: none"> a. Technology b. Assessments and data review c. Connect math through other disciplines d. Educaide materials <ul style="list-style-type: none"> • Real life problems • Individual problems based on data e. Math coaches f. Team planning/vertical discussions g. Benchmark review sessions h. Model thinking strategies for students i. Target the appropriate level of challenge in lessons and homework assignments j. Strategies for non-fiction reading <p>T1-5</p>	AR SD CE	All Students	<p>Teachers</p> <p>Title 1 Teacher</p> <p>Administrators</p> <p>Math Liaison</p>	<p>Educaide</p> <p>Scope & Sequence</p> <p>District Math review sessions</p> <p>Technology committee</p> <p>Textbook/etools</p>	Ongoing
	2	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	<p>Create an opportunity to attend parent information nights that include information about Title 1:</p> <ul style="list-style-type: none"> a. Curriculum Nights for K – 5 T1-6 b. Open Houses PPCD – 5 c. Parent Training T1-6 	PI	All Students	<p>Teachers</p> <p>Administrators</p> <p>Title 1 Teachers</p>	<p>Schedule of events</p> <p>Publication in monthly parent communication</p> <p>Title 1 funds</p>	2009-2010
	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	<p>Weekly folder</p> <p>Parent conferences</p>	Ongoing

Area of Focus: Reading/English Language Arts

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
3	All	144	94	50	149	95	32	96
3	AA	36	89	31	46	89	26	89
3	Hispanic	43	91	42	38	97	29	94
3	White	42	98	76	46	96	37	99
3	Eco. Dis.	57	88	30	56	88	20	89
3	SpEd	6	83	17	8	75	--	85
3	LEP	19	84	17	18	100	11	86
3	LEP M1	7	100	86	12	100	42	100
3	LEP M2	--	--	--	--	--	--	--
4	All	157	77	26	131	85	31	81
4	AA	41	56	17	25	76	16	75
4	Hispanic	49	80	27	43	84	37	83
4	White	52	87	27	45	91	33	88
4	Eco. Dis.	65	62	11	55	78	18	75
4	SpEd	6	33	--	--	--	--	75
4	LEP	13	77	8	14	57	14	81
4	LEP M1	10	100	20	--	--	--	100
4	LEP M2	10	100	70	9	100	67	100
5	All	147	91	28	140	94	40	94
5	AA	32	81	16	38	92	19	84
5	Hispanic	61	90	31	50	92	35	93
5	White	36	97	28	31	97	52	98
5	Eco. Dis.	71	86	26	66	92	23	87
5	SpEd	6	83	33	7	71	14	85
5	LEP	11	73	11	6	67	--	79
5	LEP M1	10	90	30	--	--	--	93
5	LEP M2	--	--	--	10	100	60	--

District Priority:

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

Campus Performance Objective:

#5 By May 2010, 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
Students	1 Students will show mastery of reading/language arts TEKS through the following methods: a. Independent reading b. Technology (LoTi, Kid Biz, I-Station) c. Cooperative grouping/pair share d. Vocabulary development e. Increased fluency f. Book talks g. Neuhaus lessons and centers (K) 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 At-risk funds 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 nine weeks
	3 Students will receive extended time in the day for: a. Opportunity to complete work due to absence or incompleton b. tutorials c. Saturday School	AR SD T CE	Identified Students grades K-5	Teachers Administrators	Schedule Title III Grant Title 1	Ongoing Saturday school

		d. Supplemental Instruction T1-9					
Students Cont'd	4	Preschool aged children will transition from home or preschool to Hancock by receiving packets of activities to work on at home with parents prior to fall.	AR	Preschool children	Teachers Registrars	Welcome packet Title 1 funds	Spring
Teachers	1	Ensure TEKS based instruction through the following methods: a. Balanced Literacy b. Guided reading groupings/small group instruction c. Specific vocabulary instruction d. Mini lessons with anchor charts e. Kindergarten and First grade planning retreat f. Information on Dyslexia g. Units of Study h. Analyze assessment data to ensure alignment of instruction & objectives i. Technology integration (LoTi, AR) j. Best practices weekly strategies (Marzano, etc.) T1-2 k. K and 1 Pilot programs	AR SD CE	All students	Teachers Administrators Reading Enrichment Teacher Instructional Specialist Title 1 Literacy Coach	District developed model lessons Curriculum guide Technology committee Scope and Sequence	Ongoing
	2	Participate in opportunities to collaborate on content-area curriculum, instructional strategies, and best practices through: a. team meetings and planning b. vertical meetings c. book studies	AR CE SD	Teachers	Teachers Administrators Instructional Specialist	Professional Library	Ongoing Book Studies
	3	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 an opportunity to attend parent information nights that include information about Title 1: d. Curriculum Nights for K – 5 T1-6 e. Open Houses PPCD – 5 f. Parent Training T1-6	PI	All Students	Teachers Administrators Title 1 Teachers	Schedule of events Publication in monthly parent communication	2009-2010

						Title 1 funds	
	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

Area of Focus: Writing

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 target
4	All	160	86	20	134	90	25	87
4	AA	41	83	17	25	88	8	85
4	Hispanic	51	90	20	44	89	23	93
4	White	53	81	17	46	91	33	84
4	Eco. Dis.	66	82	12	56	88	13	85
4	SpEd	6	33	--	--	--	--	75
4	LEP	14	93	21	15	80	--	95
4	LEP M1	10	100	30	--	--	--	100
4	LEP M2	10	100	60	9	100	56	100

District Priority:

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

Campus Performance Objective:

#5 By May 2010, 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 effective writers in all grades through: a. Daily writing in all subjects b. the completion of a minimum of 18 writing samples/compositions per year (4 per nine 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. Writers Workshop 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 nine weeks

	2	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 K - 5	Teachers Administrators	Schedule Title III Grant	Ongoing Saturday school
Teachers	1	Improve students' writing skills through the following practices in all grades: a. Show students models of high-quality compositions b. Implementation of Writer's Workshop for the basis of lessons c. Provide students with daily opportunities for independent writing d. Develop opportunities to write across disciplines e. Study mentor texts f. Units of Study(Caulkins), Teaching the Qualities of Writing (Fletcher) g. Grades 2 – 4, expand language through storytelling lessons h. Publish final-draft compositions i. Creating real-world connections through visiting authors Grades2-5 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	Teachers Administrators District Staff Librarian	Lesson Plans Storyteller: Karen Lowery Workshop: Spalding & Words their Way	Ongoing
	2	Participate in opportunities to collaborate on content-area curriculum, instructional strategies, and best practices through: d. team meetings and planning e. vertical meetings f. book studies g. Compare writing across the grade level for consistent scoring	AR SD	All Students	Teachers Instructional Specialist Administrators Language Arts Committee	Book: <i>Guiding Readers and Writers</i> Lucy Calkins: <i>Writers Workshop</i>	Ongoing

Parents	1	<p>Create an opportunity to attend parent information nights that include information about Title 1:</p> <ul style="list-style-type: none"> g. Curriculum Nights for K – 5 T1-6 h. Open Houses PPCD – 5 i. Parent Training T1-6 	PI	All Students	<p>Teachers</p> <p>Administrators</p> <p>Title 1 Teachers</p>	<p>Schedule of events</p> <p>Publication in monthly parent communication</p> <p>Title 1 funds</p>	2009-2010

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 Performance Objective

#6 By May 2010, 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: a. Interactive student notebook for grades 3, 4, 5 b. Vocabulary webs for grades 1 – 5 c. Warm ups d. Flashcards e. Note taking f. Summarizing g. Study guides	AR	All Students	Teachers Administrators	Lesson Plans Curriculum Guide District study guide	Each nine weeks
	2 Students will receive extended time in the day for: 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: a. Core vocabulary development b. Use of Interactive Student Notebook Higher Order Thinking questions c. Connections curriculum to current social issues d. Strategies for non-fiction reading e. Graphic organizers and drawing non-linguistic representations f. Technology g. Primary Sources training h. Extend social studies curriculum	AR SD T	All students	Teachers Administrators Social Studies liaison Fine Arts	Lesson Plans District training Curriculum Guide Scope and Sequence	Ongoing

		<ul style="list-style-type: none"> through fine arts curriculum i. Extend social studies curriculum through fine arts (art & music) and P.E. curriculums 					
Parents	1	<p>Create an opportunity to attend parent information nights that include information about Title 1:</p> <ul style="list-style-type: none"> j. Curriculum Nights for K – 5 T1-6 k. Open Houses PPCD – 5 l. Parent Training T1-6 	PI	All Students	<ul style="list-style-type: none"> Teachers Administrators Title 1 Teachers 	<ul style="list-style-type: none"> Schedule of events Publication in monthly parent communication Title 1 funds 	2009-2010
	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

Area of Focus: Organizational Health Improvement

District Priority:

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

Campus Performance Objective:

To maintain a school environment at Hancock Elementary School that promotes individuals and teams to think interdependently and know the campus goals 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 2009
	2 Each member of the OHI team will become an advocate for one of the six Leadership Belief Statements and will advocate for the campus goals.	SD	All Staff	OHI Team	Leadership Beliefs	Ongoing
	3 Create a structure at Hancock Elementary School that empowers individuals and teams in a positive manner focusing upon student growth based on campus goals. 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. b. Clear, concise directions of what each committee is to achieve will be created. Before any recommendation is implemented, committees will consider the	SD	Principal, Assistant Principals	All Staff	Enhancing Leadership Effectiveness workshop	Ongoing

		<p>potential affects of the recommendations upon the interdependence of the total staff.</p> <p>c. Liaisons and Faculty Advisory 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 2009

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.

CIP PART II: ASSURANCE ADDENDUM

Hancock Elementary
Louanne Shaffer, Principal
2009 – 2010
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)

CIP PART II: ASSURANCE ADDENDUM

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)
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
x	IDEA Part B and IDEA Preschool Stimulus Funds – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities and lowering preschool LRE.
x	The use and implementation of Stimulus money will be monitored monthly.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Louanne Shaffer	Principal:
Donna Woods	Teacher 1:
Hazel Berry	Teacher 2:
Catherine Mosier	Teacher 3:
Cindy Villarreal	Teacher 4:
Stephanie Johnston	Teacher 5:
Sydne Bartlett	Teacher 6:
Desiree Lancaster	Teacher 7:
Tristan Lunsford	Teacher 8:
Erinn Flowers	Non-teaching professional 1:
Adrian Davis/Melinda Suter	Non-teaching professional 2:
Shannon Stiner	Parent 1:
Amy Brock	Parent 2:
Angela Bishop	Community resident 1:
Ray Schorre	Community resident 2:
Alan Taylor	Business representative 1:
Bonnie Moore	Business representative 2:

CIP PART II: ASSURANCE ADDENDUM

Lisa Cottle	District representative:
-------------	--------------------------

CPOC Meetings* for '09 – '10			
#	Date	Time	Location
1	September 2, 2009	7:30 a.m.	Hancock Library
2	October 21, 2009	7:30 a.m.	Hancock Library
3	November 11, 2009	7:30 a.m.	Hancock Library – Public Meeting
4	January 13, 2010	7:30 a.m.	Hancock Library
5	June 3, 2010	7:30 a.m.	Hancock Conference Room

* 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 II: ASSURANCE ADDENDUM

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 2009-2010, 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 2009-2010, 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 2009-2010, the percent of parents and community members attending VIPS meetings will increase by 5%.	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 2009-2010, 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 2009-2010, 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

CIP PART II: ASSURANCE ADDENDUM

		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 inappropriate physical contact.	and security plan.
X	6) Special Education	For 2009-2010, the percent of students meeting ARD expectations will be at or above 100% .	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 2009-2010, the percent of highly qualified teachers in the core academic areas will be at 100% .	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.
n/a	8) Secondary Drop-out Prevention	For 2009-2010, 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 2009-2010 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.
n/a	9) High School AEIS – Ninth Graders	The percent of 2009-2010 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.
n/a	10) Recommended High School Program	For 2009-2010, 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

CIP PART II: ASSURANCE ADDENDUM

					testing, classes, and programs.
n/a	11) High School AEIS – Advanced Courses and Dual Credit	For 2009-2010, 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.
n/a	12) High School AEIS – Advanced Placement Exams	For 2009-2010, 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.
n/a	13) High School AEIS – SAT/ACT Exams	For 2009-2010, 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.
n/a	14) High School CTE	For 2009-2010, 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.

CIP PART II: ASSURANCE ADDENDUM

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.

CIP PART II: ASSURANCE ADDENDUM

Hancock Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2009-2010			
Date	Audience	Responsible for Planning	Purpose/Content
August 3	Leadership Conference (8-10)	District Administrative Staff	
August 3	GLT/AMS (10-4)	District Administrative Staff	
August 4	Legal Conference (8-10)	District Administrative Staff	
August 11	Department Chair & Team Leader	Secondary Curriculum Staff	
August 13 & 14	New Staff Orientation	District & Campus Administrative Staff	
August 17	**Elementary and Secondary Campus	Campus Administrative Staff	
August 18	**Elementary and Secondary Campus	Campus Administrative Staff	
August 19	Secondary Campus	Campus Administrative Staff	
August 19	Elementary District (Adam-Keith)	Elementary Curriculum Staff	
August 20	Secondary District	Secondary Curriculum Staff	
August 20	Elementary District (Kirk-Yeager)	Elementary Curriculum Staff	
August 21	Elementary and Secondary Campus	Campus Administrative Staff	
October 12	Elementary Parent Conferences	Campus Administrative Staff	
October 12	Secondary District	Secondary Curriculum Staff	
January 4	Elementary District	Elementary Curriculum Staff	
January 4	**Secondary Campus	Campus Administrative Staff	
January 5	**Elementary and Secondary Campus	Campus Administrative Staff	
*February 15	Elementary and Secondary Campus	Campus Administrative Staff	
*June 3	Elementary and Secondary Campus	Campus Administrative Staff	

* Inclement Weather Days MAY NOT BE USED AS CTE.

** A campus may choose a maximum of two Campus Time Equivalency Days. No waiver is required; however, please notify the Staff Development office with the dates of your planned CTE days, if any.