Cypress-Fairbanks Independent School District

Hancock Elementary School

2023-2024

Mission Statement

Cypress-Fairbanks Independent School District's Mission Statement

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

Hancock Elementary's Mission Statement

Hancock Elementary upholds the highest standards in teaching and learning by creating a student-centered approach that fosters engaged learning, embraces diversity, extends interest and choice while being a gateway to the future of our students educational goals.

Vision

Hancock Elementary will be a leading educational campus for children that advances knowledge, explores creativity, and provides opportunities for an encouraging campus environment while promoting academic excellence and innovative thinking. Our core values support the whole child including support with:

Academics

Safety

Physical Needs

Social/Emotional Regulation

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

T.S. Hancock Elementary is a campus in Houston, Texas. T.S. Hancock Elementary opened its doors in August 1973. T.S. Hancock Elementary is projected to serve 841 students in grades PK - 5th during the 2023-2024 school year, which is an 173 total decrease from the previous year of 957 students at the end of 2022-23.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

T.S. Hancock Elementary needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2022-23 school year:

- STAAR
- ATTENDANCE
- EPS
- PD SURVEYS
- CAMPUS LEADERSHIP SURVEYS
- PARENT ENGAGEMENT
- COMMUNITY SURVEYS
- DISCIPLINE DATA

Documentation of the process includes meeting minutes, agenda, and sign in sheets.

At the first meeting in May, 2023:

- The committee discussed the ATTENDANCE for Hancock. Enrollment -381 and withdrawals -153. Absences were at 7,975 and tardies at 7,291. We also discussed number of CLINIC visits, Visits drew in at 8974 and the number of students sent home was reported at 374, our nurse has indicated the number of non-clinic issues at 574.
- We also discussed the following regarding discipline: Inappropriate Physical Contact at 174, language at 47. In school

suspensions were at 112. The number of out of school suspensions was 19. It was noted that 339 students had referrals and the number of calls for assistance was reported as 1488. In special education it was reported that, INITIAL REFERRALS - 43 (diag case load) plus 3 who moved while in the process of testing, 12 (speech only initial testing) Annual IEPs- 132 maybe more (diag case load), 39 (speech), DISMISSALS - 9 dismissed from speech

- SPEECH - 117 students receiving speech, 39 are speech-only, DNQ'S - 3 (ECSE referrals/DNQ'd during screening).
- Our Academic Data was as follows: Kinder (mClass - 75%, MAP 64%, 1st grade mClass- 79%, MAP 63%, 2nd Grade 75%, MAP 70%, 3rd Grade 69% mClass, 61% MAP, 4th Grade 84% mClass, MAP 72% and 5th Grade 63% mClass and 71% MAP.

At the second meeting in September 2023 the CPOC reviewed the following.

1. Review of the CIP

- Goals
- Performance Objectives
- Strategies by staff responsible for monitoring

2. Title I
- Extra Duty Pay
- Field Trips
- Temporary Worker
- Camps and Tutoring
- Professional Development
- Materials and Supplies
- Curriculum Academies
- Classroom Management
- ELA
- Math
- Science
- Student Safety
- Student Attendance
- Family Engagement

The problem statements and root causes are listed in each section of the needs assessment.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year:

Our first identified priority problem is in the area of student achievement, specifically the large number of students referred to special education and qualifying. Through the root cause analysis process, we identified lack of RtI interventions and programs to cover achievement gaps before a special ed referrals.

Our second identified priority problem is in the area of student achievement, specifically that s*tudents need more time in concepts not understood.* Through the root cause analysis process, we identified that ELAR teachers need to monitor student progress, understand the HMH Curriculum, provide small group instruction to address student needs and use a more rigorous and relevant approach to instruction to broaden, deepen reading comprehension and phonemic awareness. Furthermore, in math, st*udents need more repeated view of concepts. We also identified that, the* **root cause** **in math:** Teachers must scaffold student learning so that comprehensible input is attained. Scaffolding may include word walls, creating and using interactive math notebooks, and small group targeted instruction.

Our third identified priority problem is in the area of cultural awareness. Teachers need to understand more about the nature of our student population, parents, and community as a whole. Through the root cause analysis process, we determined that there is a need for professional development regarding classroom management and cultural awareness.

Demographics

Demographics Summary

Hancock Elementary Pre-K through 5 campus, has a total enrollment of 757 students, with our largest grade level being 2nd grade with 126 students, all other grades range from 103-117. Our campus is identified as a Title I campus. We have 607 students who qualify for Free/Reduced lunch. All students eat breakfast and lunch free as a CES campus. Our campus is predominantly African American (303 students) and Hispanic (277 students), with white (81 identified students) Asian (53) students, Multi-Race (38) and American Indian at (4) students. Our special education students include ECSE, Life Skills, Resource-Gen Ed, Speech Only and Dyslexia. We have 124 identified students and 71 students identified as ESL.

Demographics Strengths

As a campus our student body is very relationship driven. Our students are welcoming and very intuitive. Students are eager to participate and are not afraid to use their voice to advocate for self and others. Hancock students show resiliency and determination. The true excitement of our demographics comes in with hands-on and collaborative learning. Our students enjoy such interactions and have shown greater levels of success with this approach.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Large number of special education students. **Root Cause:** Lack of a successful intervention model for determining RtI and referral process. Students may qualify for special education due to learning gaps.

Student Achievement

Student Achievement Summary

The STAAR results for our students exemplifies many success of growth in reading, math and in science.

On the Reading STAAR, 3rd grade, we showed growth in the following areas: White sub-pop, showed growth at 10% approaches, Hispanic at 8% growth in Meets and also 2% in Masters. Our Current LEP students also showed growth at 6% in approaches, as well as our two or more races.

Tremendous growth was made in 4th grade reading. We saw overall growth in Approaches (12%), Meets (6%) and Masters.9%). Hispanic grew in Approaches (6%), Meets (5%), Masters (6%). African American grew by 11% in Approaches and 9% in Meets.

Our ED students grew at 12% in Approaches, 4% Meets and 4% Masters and Current LEP 12% Approaches and 15% Masters. At-Risk, grew 7% in Approaches and 6% in Masters.

Fifth Grade Reading, overall grew by 4% in approaches, 3% Hispanic and 22% in the Asian Subpop. We also showed a 7% increase om African American and ED. Our students in the Sped population grew the most at a 12% increase.

In 3rd grade math, we saw the greatest growth in our Hispanic population with an 11% difference in the Meets category and 20% in out white population. We also showed growth in our ED population at 6%, and a 2% increase in Masters for our Hispanic sub-pop. In math 4th grade, we grew by 4% points in our all approaches, 12% in Meets and 10% in Masters.

We also celebrate our 5th grade STAAR results for the following difference from the previous school year:

Overall, we increased by 8% in approaches, and 6% in Meets. Our special education students performance reflects a 38% increase from the previous year in Approaches and a 5% in Masters. In current lep, we see that we have a 35% difference from the following year in approaches and 49% in Meets. Our economic disadvantage students in 5th grade showed a difference of 10% in growth and 2 percent in Meets and our Asian population performed at 88% which reflected as 42% points in growth. The Hispanic population performed at 10% in Meets.

Science, the greatest increase was our Asian population at a 42% increase in Meets. We also saw growth in every subpopulation from approaches, with the exception of one group, with Sped increasing by 22% and 10% ED in Meets and our Hispanic population grew by 13% in Meets.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Students need more time in concepts not understood. **Root Cause:** ELAR teachers need to monitor student progress, understand the HMH Curriculum, provide small group instruction to address student needs and use a more rigorous and relevant approach to instruction to broaden, deepen reading comprehension and phonemic awareness.

Problem Statement 2: Math: Students need more repeated view of concepts. **Root Cause:** Math: Teacher must scaffold student learning, that is comprehensible input is attained. Scaffolding may include word walls, creating and using interactive math notebooks, and small group targeted instruction.

Problem Statement 3: Science: Instruction needs to be more rigor based and relevant to student learning.   **Root Cause:** Science teachers must plan strategically in such a way that is purposeful and intentional which brings about engaging and hands-on experiences for students.

Problem Statement 4: Students are beginning the 2023-24 school year with learning gaps.   **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 5: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps.   **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

School Culture and Climate

School Culture and Climate Summary

In last years EPS, it was reported that the campus culture feels supportive. Many members of our staff shared that they feel the structure and new systems implemented is what the campus need(s) and needed.

School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate.

Systems

Communication

Follow-Through

Collaborative

Data Driven

Supportive

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Teachers need to understand more about the nature of our student population, parents and community as a whole. **Root Cause:** There is a need to professional development regarding classroom management and cultural awareness.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Hancock has 115 staff members, with 39 homerooms. We have 23 new staff members this year; most with years of experience as a teacher. Most all teachers have more than 1 year of experience.

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Teacher and para attendance needs to improve by 20%. **Root Cause:** Teacher/Paraprofessional Attendance is influenced by increased curriculum demands, deadlines, higher expectations.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Communication and parent engagement need to increase.   **Root Cause:** Provide parents with more communication from the campus consistently throughout the year. Provide family oriented and student/parent curriculum connections.
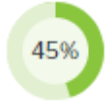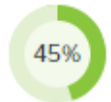
Goals

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum and Instruction & Accountability: By the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

> **Evaluation Data Sources:** STAAR RLA, Math, and Science

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Hancock teachers will provide engaging, rigorous, relevant and student centered/driven, interactive learning experiences for all students. Teachers will attend Campus Professional Development and Reading based Curriculum Academies. Tutoring will be offered by ELAR teachers to intervene for students who are at-risk of not meeting district standards and STAAR. Teachers will create intentional lessons that are focused to elevate critical oral language development in reading, writing, listening and speaking. Instructional specialist and Assistant Principals will provide training opportunities and family engagement that focuses on phonics and reading comprehension. Instructional Specialist will coach teachers, interventionist and guide teachers and paraprofessionals in incorporating best practices to meet the needs of all learners in all sub-populations. Teachers will monitor student progress through the monitoring notebooks for ELAR. Our teachers will create anchor charts with students to bring visual representation to their learning.	**Formative**		
	Nov	**Feb**	**May**
	45%	45%	
Strategy's Expected Result/Impact: Perform higher than district standard for DPM and Benchmark testing. More than 70% of our students will meet STAAR standards. **Staff Responsible for Monitoring:** Teachers, Instructional Specialist, Interventionist, Assistant Principals, Principal.			

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Our teachers will attend training district sessions to increase content knowledge and build capacity. Hancock Math Teachers will utilize the collaborative planning session as a time to reflect on the what and the how of each lesson and to design lessons that are framed in such a way that students quickly understand the concept and the outcome to each objective. The instructional specialist will consult with Garland Linkenhoger (MathLinks) for instructional and coach tips for teachers. Teachers will adhere promptly to coaching feedback regarding interactive math, use of anchor charts, student centered instruction, number talks and lesson frames in grades PK-5. Writing in math, concrete, pictorial and abstract models will be implemented as a teaching method for math concepts. Teachers will be intentional about providing students with relevant and rigorous first instruction, using manipulatives to convey abstract concepts. Teachers will reteach and provide spiraling back cycles to capture all learners, in all sub-populations. Teachers and Instructional support will provide math camps, before and after school tutorials, math intervention and Closing The Gap Tutorials (Hawk Time) to increase student achievement. Teachers will incorporate Guided Math Components within their math instruction daily. Teachers will use formative assessments to build learning groups and target commonly missed TEKS to be retaught. Paraprofessionals will support students in smaller learning groups. **Strategy's Expected Result/Impact:** Perform higher than district standard for DPM and Benchmark testing. More than 70% of our students will meet STAAR standards. **Staff Responsible for Monitoring:** Teachers, Instructional Specialist, Interventionist, Assistant Principals, Principal.	Formative		
	Nov	Feb	May
	45%	45%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: Hancock Science Teachers will implement effective strategies and best practices consistently to improve science knowledge and scores for all students. Teachers will provide rigorous and relevant science instruction. Teachers will provide interactive word walls, hands on demonstrations, investigations the 5E Model and consistent spiral review for all students. **Strategy's Expected Result/Impact:** Perform higher than district standard for DPM and Benchmark testing. More than 70% of our students will meet STAAR standards. **Staff Responsible for Monitoring:** Teachers, Instructional Specialist, Interventionist, Assistant Principals, Principal	Formative		
	Nov	Feb	May
	45%	60%	

Strategy 4 Details	Formative Reviews		
Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. **Strategy's Expected Result/Impact:** Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principals PE Teacher Campus Nurse	Formative		
	Nov	Feb	May
	30%	55%	

Strategy 5 Details	Formative Reviews		
Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: reteaching focused learning for children to fill in the gaps caused during COVID or naturally. The interventionists will work throughout the day during Hawk Time. The Instructional Specialist, Instructional Leadership Team and Principal, will review data and growth and determine the needs that the interventionists will work on with the children. All children will have an opportunity to work in small groups during Hawk time. We will discuss individual children each month in Achievement Meetings to make educational decisions for the students. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal, AP's, Instructional Specialists, and Interventionists	Formative		
	Nov	Feb	May
	45%	55%	

Strategy 6 Details	Formative Reviews		
Strategy 6: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: New Student Orientation has been implemented to orient and assimilate students to our campus. During Class Meetings, teachers establish community and enrichment to meet the needs of all children in their journey. Restorative practices and PBIS strategies have been built into Hawk Time on Mondays to help teach children with social skills and problem-solving. PBIS Rewards are implemented into our campus as an incentive to motivate and encourage KINDness and PBIS-SOAR behaviors. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Counselors, Campus Culture Coach, Behavior Interventionist, Teachers and Assistant Principals along with Instructional Specialists	Formative		
	Nov	Feb	May
	45%	65%	

Strategy 7 Details	Formative Reviews		
Strategy 7: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Principal	Formative		
	Nov	Feb	May
	45%	60%	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.
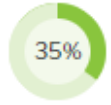
Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: Extended day (tutoring and camps) Small groups and one on one focused intervention. Interventions specific to student deficit.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: It is anticipated that the Interventionist will help to increase scores on major assessments and ultimately the STAAR test. We are projected to increase reading levels to on level and to increase the number of students who perform at least 70% approaches or higher in grade 5 in reading. Students who did not or have not met approaches, meets or masters in the all group, economically disadvantaged, AA, Hispanic and homeless subgroups will be addressed with the addition of this allocation. **Staff Responsible for Monitoring:** Principal	55%	55%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Core Content Area Interventionist in Reading will be hired to work with students to improve their academic performance.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: It is anticipated that the Interventionist will help to increase scores on major assessments and ultimately the STAAR test. We are projected to increase reading levels to on level and to increase the number of students who perform at least 70% approaches or higher in grade 5 in reading. Students who did not or have not met approaches, meets or masters in the all group, economically disadvantaged, AA, Hispanic and homeless subgroups will be addressed with the addition of this allocation. **Staff Responsible for Monitoring:** Principal	50%	65%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	35%	40%	

0%	No Progress	100%	Accomplished	→	Continue/Modify	✕	Discontinue

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

    Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: BRINGING OUT THE BEST, WELL-MANANAGED CLASSROOMS (CLASS MEETINGS VIA ANNOUNCEMENTS) & PBIS lessons are shared with staff and students.	**Formative**		
Strategy's Expected Result/Impact: Students and staff feel safe in a warm and positive environment conducive to student learnin	Nov	Feb	May
Staff Responsible for Monitoring: Principal, AP's, IS's, Counselors, Teachers, and Support Staff	50%	60%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.	**Formative**		
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.	Nov	Feb	May
	50%	65%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	Formative		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	50%	45%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	Formative		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	60%	65%	

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline practices.

Evaluation Data Sources: Discipline reports
Campus produced CDDR

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Through restorative discipline practices and interventions, PBIS procedures, expectations, and common language, along with PBIS visuals that align for all student for campus wide expectations, Guidance lessons, & support groups.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Principal, AP's, Behavior Interventionist, Counselors	55%	55%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Teachers will implement classroom management strategies and best practices in the restorative discipline in the classroom.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Teachers, Behavior Interventionist Specialist, Counselors, Assistant Principals	40%	45%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details		Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: By fostering a culture of appreciation and recognition, staff attendance will increase.		**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.		**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: AP's, Teachers, Paraprofessionals, and Principal		50%	65%	
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job-targeted professional development based on identified needs.
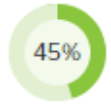
Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: All teachers will receive training and targeted support in curriculum, Schoology, planning lessons for rigor and relevance, along with helping to support their CF-TESS goals so they can be proficient and successful this school year.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Expected results are that the teachers will build their capacity and become more efficient and purposeful in their decision-making regarding curriculum, Schoology, management, and personal goals. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, AP's, Principal	45%	60%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 5%.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: Parent Training Workshops, Campus Weekly newsletters	**Formative**		
Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. **Staff Responsible for Monitoring:** Principal, AP's, IS's, Campus Culture Coach Parent Liaison, Title 1 Specialist	**Nov**	**Feb**	**May**
	45%	60%	
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Tamera Felder	Principal
Teacher #1	Teacher #1	Teacher #1
Teacher #2	Teacher #2	Teacher #2
Teacher #3	Teacher #3	Teacher #3
Teacher #4	Teacher #4	Teacher #4
Teacher #5	Teacher #5	Teacher #5
Teacher #6	Teacher #6	Teacher #6
Teacher #7	Teacher #7	Teacher #7
Teacher #8	Teacher #8	Teacher #8
Other School Leader (Nonteaching Professional) #1	Other School Leader (Nonteaching Professional) #1	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Other School Leader (Nonteaching Professional) #2	Other School Leader (Nonteaching Professional) #2
Administrator (LEA) #1	Administrator (LEA) #1	Administrator (LEA) #1
Administrator (LEA) #2	Administrator (LEA) #2	Administrator (LEA) #2
Parent #1	Parent #1	Parent #1
Parent #2	Parent #2	Parent #2
Community Member #1	Community Member #1	Community Member #1
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	Business Representative #1	Business Representative #1
Business Representative #2	Business Representative #2	Business Representative #2
Paraprofessional #1	Paraprofessional #1	Paraprofessional #1
Paraprofessional #2	Paraprofessional #2	Paraprofessional #2
Other School Leader (Nonteaching Professional) #3	Other School Leader (Nonteaching Professional) #3	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4

Addendums

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					#	#	%	%	%	#	%	%	%	#	%	%	%
Reading	3	Hancock	ES 6	All	137	89	65%	70%	5%	50	36%	39%	3%	16	12%	15%	3%
Reading	3	Hancock	ES 6	Hispanic	45	35	78%	80%	2%	24	53%			9	20%	23%	3%
Reading	3	Hancock	ES 6	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Hancock	ES 6	Asian	8	7	88%	90%	2%	*	*	*	*	*	*	*	*
Reading	3	Hancock	ES 6	African Am.	52	21	40%	70%	30%	8	15%	20%	5%	*	*	*	*
Reading	3	Hancock	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Hancock	ES 6	White	17	15	88%	90%	2%	7	41%	45%	4%	*	*	*	*
Reading	3	Hancock	ES 6	Two or More	13	9	69%	70%	1%	6	46%	50%	4%	*	*	*	*
Reading	3	Hancock	ES 6	Eco. Dis.	103	63	61%	70%	9%	36	35%	40%	5%	12	12%	15%	3%
Reading	3	Hancock	ES 6	LEP Current	12	9	75%	80%	5%	*	*	*	*	*	*	*	*
Reading	3	Hancock	ES 6	At-Risk	55	24	44%	70%	26%	10	18%	20%	2%	*	*	*	*
Reading	3	Hancock	ES 6	SPED	18	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Hancock	ES 6	All	128	88	69%	70%	1%	51	40%	43%	3%	26	20%	23%	3%
Reading	4	Hancock	ES 6	Hispanic	51	33	65%	70%	5%	18	35%	40%	5%	7	14%	17%	3%
Reading	4	Hancock	ES 6	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Hancock	ES 6	Asian	13	12	92%	100%	8%	9	69%	70%	1%	6	46%	49%	3%
Reading	4	Hancock	ES 6	African Am.	37	21	57%	70%	13%	12	32%	35%	3%	*	*	*	*
Reading	4	Hancock	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Hancock	ES 6	White	19	16	84%	85%	1%	11	58%	60%	2%	8	42%	45%	3%
Reading	4	Hancock	ES 6	Two or More	8	6	75%	80%	5%	*	*	*	*	*	*	*	*
Reading	4	Hancock	ES 6	Eco. Dis.	86	56	65%	70%	5%	28	33%	35%	2%	13	15%	18%	3%
Reading	4	Hancock	ES 6	LEP Current	14	10	71%	75%	4%	7	50%	53%	3%	*	*	*	*
Reading	4	Hancock	ES 6	At-Risk	67	37	55%	70%	15%	17	25%	28%	3%	9	13%	16%	3%
Reading	4	Hancock	ES 6	SPED	16	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Hancock	ES 6	All	118	87	74%	75%	1%	53	45%	48%	3%	26	22%	25%	3%
Reading	5	Hancock	ES 6	Hispanic	39	32	82%	85%	3%	20	51%	54%	3%	11	28%	30%	2%
Reading	5	Hancock	ES 6	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Hancock	ES 6	Asian	7	7	100%	100%	0%	5	71%	73%	2%	5	71%	74%	3%
Reading	5	Hancock	ES 6	African Am.	57	37	65%	70%	5%	18	32%	35%	3%	6	11%	14%	3%
Reading	5	Hancock	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Hancock	ES 6	White	13	10	77%	80%	3%	9	69%	70%	1%	*	*	*	*
Reading	5	Hancock	ES 6	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Hancock	ES 6	Eco. Dis.	88	63	72%	75%	3%	37	42%	45%	3%	18	20%	23%	3%
Reading	5	Hancock	ES 6	LEP Current	16	13	81%	85%	4%	7	44%	46%	2%	5	31%	34%	3%
Reading	5	Hancock	ES 6	At-Risk	76	55	72%	75%	3%	27	36%	40%	4%	12	16%	19%	3%
Reading	5	Hancock	ES 6	SPED	14	5	36%	70%	34%	*	*	*	*	*	*	*	*
Math	3	Hancock	ES 6	All	139	75	54%	70%	16%	37	27%	30%	3%	12	9%	12%	3%
Math	3	Hancock	ES 6	Hispanic	45	31	69%	70%	1%	15	33%	35%	2%	5	11%	14%	3%
Math	3	Hancock	ES 6	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Hancock	ES 6	Asian	8	5	63%	70%	7%	*	*	*	*	*	*	*	*
Math	3	Hancock	ES 6	African Am.	53	19	36%	70%	34%	6	11%	15%	4%	*	*	*	*
Math	3	Hancock	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Hancock	ES 6	White	18	14	78%	80%	2%	9	50%	53%	3%	*	*	*	*
Math	3	Hancock	ES 6	Two or More	13	5	38%	70%	32%	*	*	*	*	*	*	*	*
Math	3	Hancock	ES 6	Eco. Dis.	105	53	50%	70%	20%	25	24%	27%	3%	8	8%	11%	3%
Math	3	Hancock	ES 6	LEP Current	12	8	67%	70%	3%	*	*	*	*	*	*	*	*
Math	3	Hancock	ES 6	At-Risk	57	22	39%	70%	31%	8	14%	17%	3%	*	*	*	*

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023 #	2023: Approaches Grade Level #	%	2024 Approaches Incremental Growth Target %	% Approaches Growth Needed	2023: Meets Grade Level #	%	2024 Meets Incremental Growth Target %	% Meets Growth Needed	2023: Masters Grade Level #	%	2024 Masters Incremental Growth Target %	% Masters Growth Needed
Math	3	Hancock	ES 6	SPED	18	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Hancock	ES 6	All	129	60	47%	70%	23%	41	32%	35%	3%	19	15%	18%	3%
Math	4	Hancock	ES 6	Hispanic	51	26	51%	70%	19%	14	27%	30%	3%	*	*	*	*
Math	4	Hancock	ES 6	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Hancock	ES 6	Asian	13	10	77%	80%	3%	10	77%	80%	3%	7	54%	57%	3%
Math	4	Hancock	ES 6	African Am.	38	11	29%	70%	41%	7	18%	21%	3%	*	*	*	*
Math	4	Hancock	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Hancock	ES 6	White	19	10	53%	70%	17%	9	47%	50%	3%	*	*	*	*
Math	4	Hancock	ES 6	Two or More	8	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Hancock	ES 6	Eco. Dis.	87	33	38%	70%	32%	22	25%	28%	3%	9	10%	13%	3%
Math	4	Hancock	ES 6	LEP Current	14	9	64%	70%	6%	9	64%	67%	3%	5	36%	39%	3%
Math	4	Hancock	ES 6	At-Risk	68	22	32%	70%	38%	17	25%	28%	3%	9	13%	16%	3%
Math	4	Hancock	ES 6	SPED	16	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Hancock	ES 6	All	118	77	65%	70%	5%	38	32%	35%		9	8%	11%	3%
Math	5	Hancock	ES 6	Hispanic	39	31	79%	80%	1%	15	38%	41%	3%	*	*	*	*
Math	5	Hancock	ES 6	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Hancock	ES 6	Asian	7	6	86%	90%	4%	6	86%	89%	3%	*	*	*	*
Math	5	Hancock	ES 6	African Am.	57	29	51%	70%	19%	10	18%	21%	3%	*	*	*	*
Math	5	Hancock	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Hancock	ES 6	White	13	10	77%	80%	3%	6	46%	49%	3%	*	*	*	*
Math	5	Hancock	ES 6	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Hancock	ES 6	Eco. Dis.	88	54	61%	70%	9%	22	25%	28%	3%	6	7%	10%	3%
Math	5	Hancock	ES 6	LEP Current	16	15	94%	100%	6%	10	63%	66%	3%	*	*	*	*
Math	5	Hancock	ES 6	At-Risk	76	46	61%	70%	9%	17	22%	25%	3%	*	*	*	*
Math	5	Hancock	ES 6	SPED	14	8	57%	70%	13%	*	*	*	*	*	*	*	*
Science	5	Hancock	ES 6	All	116	68	59%	70%	11%	39	34%	37%	3%	9	8%	11%	3%
Science	5	Hancock	ES 6	Hispanic	39	25	64%	70%	6%	16	41%	44%	3%	*	*	*	*
Science	5	Hancock	ES 6	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Hancock	ES 6	Asian	7	6	86%	90%	4%	6	86%	89%	3%	*	*	*	*
Science	5	Hancock	ES 6	African Am.	55	26	47%	60%	13%	11	20%	23%	3%	*	*	*	*
Science	5	Hancock	ES 6	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Hancock	ES 6	White	13	10	77%	80%	3%	5	38%	41%	3%	*	*	*	*
Science	5	Hancock	ES 6	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Hancock	ES 6	Eco. Dis.	87	50	57%	70%	13%	26	30%	33%	3%	*	*	*	*
Science	5	Hancock	ES 6	LEP Current	16	11	69%	70%	1%	6	38%	41%	3%	*	*	*	*
Science	5	Hancock	ES 6	At-Risk	74	43	58%	70%	12%	20	27%	30%	3%	*	*	*	*
Science	5	Hancock	ES 6	SPED	14	5	36%	70%	34%	*	*	*	*	*	*	*	*