Cypress-Fairbanks Independent School District

Hoover Elementary School

2023-2024

Mission Statement

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

Vision

L.E.A.D.: Learn. Empower. Achieve. Dream.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Hoover Elementary is a campus in Katy, Texas. Hoover opened its doors in 2017. Hoover Elementary is projected to serve 774 students in grades PK-2 during the 2023-2024 school year, which is a decrease from the previous year of 794 at the end of 2022-23.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

- Campus Needs Assessment Questionnaire
- Title 1 Parent Feedback
- Campus Data from the 22-23 school year

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The CPOC met on May 11, 2023, and again on September 21, 2023, to develop and finalize the CNA. The meetings were held in Hoover Elementary library at 7:45 a.m.

At the first meeting on May 11, 2023, Principal Michelle Rice presented information gathered from the needs assessment questionnaire as well as information from the Title 1 parent feedback.

At the second meeting on September 21, 2023, the CPOC reviewed the needs again and made recommendations for items needing to be addressed in Hoover Elementary's campus improvement plan.

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 classroom management/behavior management. Through the root cause analysis process, we identified a lack of teacher training.

Our second identified priority problem is in the area of student achievement, specifically attendance. Through the root cause analysis process, we identified excellent attendance has not been a focus since COVID.

Our third identified priority problem is in the area of educating parents on how to help their students, specifically many at-risk families do not know what to do or how to help. Through the root cause analysis process, we identified a lack of opportunities to build the parent knowledge.

Demographics

Demographics Summary

Hoover is very diverse in its student and staff demographics.

Student demographics are broken down as:

63% Hispanic

1% American Indian

3% Asian

24% African American

5% White

4% Multi-Race

Staff demographics are:

38% Hispanic

3% Asian

18% African American

44% White

8% of Hoover's staff are males

Demographics Strengths

Hoover is very diverse and the staff population mirrors the student population.

We have a large population of males to help support our boys and their learning.

Student Achievement

Student Achievement Summary

In the Closing the Gaps domain of the state accountability system, Jowell Elementary was identified for Targeted Support and Improvement in the following area(s): reading and math (White student group)

As the "sister" campus to Jowell, Hoover will specifically focus on the same target groups to improve reading level and math performance.

Using an integrated approach, campus level teams reviewed the Closing the Gaps domain data table for Jowell as well as reading level data and math benchmark data for Hoover. The following process was then conducted:

- data analysis
- identify the problem
- identification of contributing factors
- determination of sphere of control
- identification of a focus issue, determination of the "5 whys"
- identification of a root cause.

The resulting problem statement and root cause are denoted in the "Problem Statements Identifying Student Achievement Needs" section below.

Intervention Activities (strategies) to address the problem statement and root-cause are included in the Goals section of the CIP under Goal 1.

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data.

- 1st/2nd grade ELAR made continuous incremental growth throughout the year.
- 2nd grade reading levels increased.
- Kindergarten students met the EOY math target.
- 2nd-grade students surpassed the EOY math target all through the year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: **Root Cause:** RLA:

Problem Statement 2: Math: **Root Cause:** Math:

Problem Statement 3: Science: **Root Cause:** Science:

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 Strengths

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

Hoover's culture and climate are welcoming and inviting. Many comments are made on this topic when people visit the building. Teachers and administration collaborate to bring about academic success for our students. House Teams help staff and students to learn more than just their grade levels through mixed-up teams. Employee perception surveys indicate 85% or higher on the questions surveyed. Discipline referrals met the 10% district expectations.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

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

- All Hoover teachers but two are highly qualified. These two teachers are working toward their certifications.
- We recruit teachers through our district job fair.
- Each individual invited to an interview receives an overview video highlighting our campus
- Hoover provides a Heroes Academy training for all staff each year. Teachers also receive training in social-emotional learning, curriculum, action-based learning, and transforming learning.
- Hoover provided an incentive for staff to take part in professional development and implementation of it in the classroom with a spending allowance for those meeting expectations.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: **Root Cause:** Teacher/Paraprofessional Attendance:

Parent and Community Engagement

Parent and Community Engagement Strengths

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

- Parents actively attend various events to support cultural building and instructional nights
- Connect with families in their dominant language through newsletters, remind, school messenger emails, texts, and phone calls, and send flyers home in both languages too
- Building Volunteers through various opportunities to impact student academic success
- VIPS board/committees were launched in the spring of 2023.

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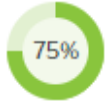
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

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

Evaluation Data Sources: MAP RLA, Math, and Science

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: All teachers will be trained in how to implement decodable small groups.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed reading targets **Staff Responsible for Monitoring:** Instructional team	Nov	Feb	May
	50%	75%	

Strategy 2 Details	Formative Reviews		
Strategy 2: RLA: All teachers will be trained on how to interpret Mclass and MAP data in a deeper way so the information can be utilized to drive small-group instruction.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed MAP targets **Staff Responsible for Monitoring:** Instructional Leadership	Nov	Feb	May
	50%	70%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Math: Through intentional and purposeful planning, all teachers will collaborate to better implement the regular use of a variety of manipulatives with fidelity in the math classroom to help students solve mathematical problems and equations.	**Formative**		
Strategy's Expected Result/Impact: Growth in district benchmark scores and meeting MAP targets. **Staff Responsible for Monitoring:** Administration and teachers	Nov	Feb	May
	50%	75%	

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Math: Students will develop, internalize, and apply strategies to solve problems more efficiently.	**Formative**		
Strategy's Expected Result/Impact: Increased district benchmark scores and met MAP targets.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Administration and teachers	45%	65%	

Strategy 5 Details	**Formative Reviews**		
Strategy 5:	**Formative**		
Math: All teachers will be trained on how to interpret MAP data in a deeper way so the information can be utilized to drive small-group instruction.	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed MAP targets **Staff Responsible for Monitoring:** Instructional Leadership	50%	65%	

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Science: Through intentional and purposeful planning, all teachers will collaborate to better implement hands-on science investigations and activities to help develop a conceptual understanding of concepts while building academic vocabulary.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased science scores **Staff Responsible for Monitoring:** Administration and teachers	50%	75%	

Strategy 7 Details	**Formative Reviews**		
Strategy 7: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal and PE Coach	50%	70%	

Strategy 8 Details	**Formative Reviews**		
Strategy 8: Eliminate the Learning Gap and Increase the Amount of Quality Instructional Time: Students will be provided with at least 25 minutes of targeted instruction each day that includes: small groups that are purposefully planned with explicit and systematic lessons, these lessons will include engaging hands-on learning. Interventionists and other support will also pull small groups of students. Additionally, other learning camps will be offered for students who are below level in either ELAR or Math. These camps will have targeted instruction based on the student's academic needs.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Administration team	50%	70%	

Strategy 9 Details	Formative Reviews		
Strategy 9: 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: House teams, maker space, after-school activities with families (reading/math night), growth mindset focus, field trips, vocabulary and social skills incorporated into announcements, and social-emotional lessons. Educational speakers such as Mother Goose and a Story Teller to support comprehension TEKS for all grade levels. **Strategy's Expected Result/Impact:** Meet or exceed the targets on the attached CIP target tables. **Staff Responsible for Monitoring:** Administration and Teachers	**Formative**		
	Nov	Feb	May
	50%	75%	

Strategy 10 Details	Formative Reviews		
Strategy 10: At-Risk: Students with an identified area of need based on MAP 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 and Administration	**Formative**		
	Nov	Feb	May
	50%	70%	

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.
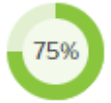
Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Temporary Worker will be hired in reading and math to work with students to improve their academic performance.	Formative		
Strategy's Expected Result/Impact: Any student that does not meet or is approaching EOY 1st grade DPM standards with intervention will improve math and/or reading skills in 2nd grade to reach EOY grade level standards. **Staff Responsible for Monitoring:** Principal and Instructional Specialist	Nov	Feb	May
	100%	100%	100%
Strategy 2 Details	Formative Reviews		
Strategy 2: Closing the Gaps: Close academic gaps created by COVID-19.	Formative		
Strategy's Expected Result/Impact: meet targets on attached data table **Staff Responsible for Monitoring:** Principal	Nov	Feb	May
	N/A	N/A	
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 MAP 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 MAP performance targets noted on the attached CIP data table.

Evaluation Data Sources: MAP 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	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Principal, Instructional Leadership Team, Campus Interventionist	50%	75%	

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: Conduct weekly safety door checks	**Formative**		
Strategy's Expected Result/Impact: Ensure all exterior doors are locked and functioning properly	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Campus EOP coordinator	50%	75%	
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**
Staff Responsible for Monitoring: Campus EOP Representative	50%	75%	

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**
	100%	100%	100%
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**
	50%	60%	

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

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.		**Formative**		
		Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Violent incidents will be 0% **Staff Responsible for Monitoring:** Principal		50%	70%	
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. Using Bringing Out the Best SEL curriculum we will teach students the social and emotional skills needed to be successful at school.		**Formative**		
		Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** BI's, BOTB coordinator, and administration		50%	70%	
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/Para Attendance - Plan regular celebrations and recognitions monthly to let teachers know their value at school every day.			**Formative**		
Strategy's Expected Result/Impact: Increase staff attendance.			**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Administration and Teachers			50%	75%	
	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, 95% 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: Social-Emotional, PBIS training, Growth Mindset, HMH, Capturing Kids Hearts, Restorative Circles, ABL.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teachers will grow in their implementation of these items in their classrooms, working to help close the gaps. **Staff Responsible for Monitoring:** Principal and AP's	50%	70%	

Strategy 2 Details	Formative Reviews		
Strategy 2: High Quality Professional Development: Provide incentives to build buy-in for staff to attend and implement professional development into their instruction with fidelity.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed targets on attached data tables **Staff Responsible for Monitoring:** Administration	50%	70%	

Strategy 3 Details	Formative Reviews		
Strategy 3: High-Quality Professional Development: All teaching staff will participate in 6-week coaching cycles utilizing the SIBME platform.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased teacher awareness, self-reflection, and professional growth. **Staff Responsible for Monitoring:** Instructional Leadership team	50%	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 opportunities will increase by 3%

Evaluation Data Sources: Invitations to events
Remind communications
Social Media posts
Newsletters

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: A campus newsletter in English and Spanish will be shared monthly to help keep parents in the know.	**Formative**		
Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. **Staff Responsible for Monitoring:** Principal and Technology Coach	**Nov**	**Feb**	**May**
	50%	75%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Parent and Family Engagement: Provide opportunities for parents to take an active part in their students learning.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on attached data tables **Staff Responsible for Monitoring:** Administration and Teachers	**Nov**	**Feb**	**May**
	50%	75%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Parent and Family Engagement: Provide opportunities for parents to volunteer.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on attached data tables **Staff Responsible for Monitoring:** Administration and Teachers	**Nov**	**Feb**	**May**
	50%	70%	

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

2023-2024 CPOC

Committee Role	Name	Position
Principal	Michelle Rice	Principal
Teacher #1	Elisa Rea	PK Teacher
Teacher #2	Kellie Staats	Kindergarten Teacher
Teacher #3	Diana Rodriguez	Kindergarten Teacher
Teacher #4	Tamara Patino	1st Grade Teacher
Teacher #5	Kelly Rektorik	1st Grade Teacher
Teacher #6	Katie Ayers	2nd Grade Teacher
Teacher #7	Bertha Mansilla	2nd Grade Teacher
Teacher #8	Robbie Keen	Music Teacher
Other School Leader (Nonteaching Professional) #1	Ameria Banda	Intervention
Other School Leader (Nonteaching Professional) #2	Vangie Rodriguez	Intervention
Administrator (LEA) #1	Tameka Pressley	Administrator (LEA) #1
Administrator (LEA) #2	Administrator (LEA) #2	Administrator (LEA) #2
Parent #1	Karen Lara	Parent
Parent #2	Jessica Adame	Parent
Community Member #1	Colandra Billips	Community Member
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	Jordan Weaver	Business Representative
Business Representative #2	Juan Carlos	Business Representative
Paraprofessional #1	Edilia Mota	Paraprofessional
Paraprofessional #2	Kathy Santos-Coy	Paraprofessional
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.

May 2023 EOY	Gr.	Campus	Student Group	Tested 2023 #	2023 Fall to Spring Met Projected Growth #	2023 Fall to Spring Met Projected Growth %	2024 Incremental Growth Target	% Growth Needed
Reading (English)	KG	Hoover	All	120	51	43%	45%	3%
Reading (English)	KG	Hoover	Hispanic	59	26	44%	50%	6%
Reading (English)	KG	Hoover	Am. Indian	0	*	*	*	*
Reading (English)	KG	Hoover	Asian	7	5	71%	75%	4%
Reading (English)	KG	Hoover	African Am.	41	11	27%	30%	3%
Reading (English)	KG	Hoover	Pac. Islander	0	*	*	*	*
Reading (English)	KG	Hoover	White	7	5	71%	75%	4%
Reading (English)	KG	Hoover	Two or More	6	*	*	*	*
Reading (English)	KG	Hoover	Eco. Dis.	100	41	41%	45%	4%
Reading (English)	KG	Hoover	Emergent Bilingual	28	13	46%	50%	4%
Reading (English)	KG	Hoover	At-Risk	62	26	42%	45%	3%
Reading (English)	KG	Hoover	SPED	17	5	29%	35%	6%
Reading (Spanish)	KG	Hoover	All	51	17	33%	35%	2%
Reading (Spanish)	KG	Hoover	Hispanic	50	17	34%	40%	6%
Reading (Spanish)	KG	Hoover	Am. Indian	0	*	*	*	*
Reading (Spanish)	KG	Hoover	Asian	0	*	*	*	*
Reading (Spanish)	KG	Hoover	African Am.	0	*	*	*	*
Reading (Spanish)	KG	Hoover	Pac. Islander	0	*	*	*	*
Reading (Spanish)	KG	Hoover	White	0	*	*	*	*
Reading (Spanish)	KG	Hoover	Two or More	1	*	*	*	*
Reading (Spanish)	KG	Hoover	Eco. Dis.	48	15	31%	35%	4%
Reading (Spanish)	KG	Hoover	Emergent Bilingual	51	17	33%	35%	2%
Reading (Spanish)	KG	Hoover	At-Risk	51	17	33%	35%	2%
Reading (Spanish)	KG	Hoover	SPED	10	*	*	*	*
Reading	1	Hoover	All	188	74	39%	45%	6%
Reading	1	Hoover	Hispanic	123	48	39%	45%	6%
Reading	1	Hoover	Am. Indian	0	*	*	*	*
Reading	1	Hoover	Asian	11	*	*	*	*
Reading	1	Hoover	African Am.	34	13	38%	40%	2%
Reading	1	Hoover	Pac. Islander	0	*	*	*	*
Reading	1	Hoover	White	12	5	42%	45%	3%

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

May 2023 EOY	Gr.	Campus	Student Group	Tested 2023 #	2023 Fall to Spring Met Projected Growth #	2023 Fall to Spring Met Projected Growth %	2024 Incremental Growth Target	% Growth Needed
Reading	1	Hoover	Two or More	8	5	63%	65%	3%
Reading	1	Hoover	Eco. Dis.	157	63	40%	45%	5%
Reading	1	Hoover	Emergent Bilingual	78	38	49%	55%	6%
Reading	1	Hoover	At-Risk	141	59	42%	45%	3%
Reading	1	Hoover	SPED	25	5	20%	25%	5%
Reading	2	Hoover	All	177	89	50%	55%	5%
Reading	2	Hoover	Hispanic	102	57	56%	60%	4%
Reading	2	Hoover	Am. Indian	1	*	*	*	*
Reading	2	Hoover	Asian	2	*	*	*	*
Reading	2	Hoover	African Am.	52	21	40%	45%	5%
Reading	2	Hoover	Pac. Islander	0	*	*	*	*
Reading	2	Hoover	White	15	7	47%	50%	3%
Reading	2	Hoover	Two or More	5	*	*	*	*
Reading	2	Hoover	Eco. Dis.	148	74	50%	55%	5%
Reading	2	Hoover	Emergent Bilingual	69	39	57%	60%	3%
Reading	2	Hoover	At-Risk	127	66	52%	55%	3%
Reading	2	Hoover	SPED	29	11	38%	40%	2%
Math	KG	Hoover	All	172	77	45%	50%	5%
Math	KG	Hoover	Hispanic	109	48	44%	50%	6%
Math	KG	Hoover	Am. Indian	0	*	*	*	*
Math	KG	Hoover	Asian	7	*	*	*	*
Math	KG	Hoover	African Am.	42	15	36%	40%	4%
Math	KG	Hoover	Pac. Islander	0	*	*	*	*
Math	KG	Hoover	White	7	5	71%	75%	4%
Math	KG	Hoover	Two or More	7	5	71%	75%	4%
Math	KG	Hoover	Eco. Dis.	150	61	41%	45%	4%
Math	KG	Hoover	Emergent Bilingual	78	32	41%	45%	4%
Math	KG	Hoover	At-Risk	114	46	40%	45%	5%
Math	KG	Hoover	SPED	27	7	26%	30%	4%
Math	1	Hoover	All	186	85	46%	50%	4%
Math	1	Hoover	Hispanic	121	54	45%	50%	5%

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

May 2023 EOY	Gr.	Campus	Student Group	Tested 2023 #	2023 Fall to Spring Met Projected Growth #	2023 Fall to Spring Met Projected Growth %	2024 Incremental Growth Target	% Growth Needed
Math	1	Hoover	Am. Indian	0	*	*	*	*
Math	1	Hoover	Asian	11	6	55%	60%	5%
Math	1	Hoover	African Am.	34	17	50%	55%	5%
Math	1	Hoover	Pac. Islander	0	*	*	*	*
Math	1	Hoover	White	12	5	42%	45%	3%
Math	1	Hoover	Two or More	8	*	*	*	*
Math	1	Hoover	Eco. Dis.	155	71	46%	50%	4%
Math	1	Hoover	Emergent Bilingual	76	38	50%	55%	5%
Math	1	Hoover	At-Risk	139	62	45%	50%	5%
Math	1	Hoover	SPED	25	11	44%	50%	6%
Math	2	Hoover	All	180	99	55%	60%	5%
Math	2	Hoover	Hispanic	106	57	54%	60%	6%
Math	2	Hoover	Am. Indian	1	*	*	*	*
Math	2	Hoover	Asian	2	*	*	*	*
Math	2	Hoover	African Am.	50	23	46%	50%	4%
Math	2	Hoover	Pac. Islander	0	*	*	*	*
Math	2	Hoover	White	16	13	81%	85%	4%
Math	2	Hoover	Two or More	5	5	100%	100%	0%
Math	2	Hoover	Eco. Dis.	149	82	55%	60%	5%
Math	2	Hoover	Emergent Bilingual	71	41	58%	60%	2%
Math	2	Hoover	At-Risk	131	79	60%	65%	5%
Math	2	Hoover	SPED	29	14	48%	50%	2%