Cypress-Fairbanks Independent School District

Cook Middle School

2023-2024

Rangers Today, Leaders Tomorrow

Mission Statement

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

Vision

1. **To provide quality first time learning** using effective team planning, relevance, data analysis, training, differentiated instructional strategies, and model classroom strategies.
2. **To create a sense of belonging for each student and celebrate their accomplishments** through relevant lessons, extracurricular activities, clubs, and school spirit activities.
3. **To recognize the needs of students and adjust our plans and approach** to meet the student needs through targeted team planning, just in time professional development, and self-reflection.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE
Cook Middle School is a campus in Houston, Texas. Cook Middle School opened its doors in 1986. Cook is projected to serve 1375 students in grades 6-8 during the 2023-2024 school year, which is a decrease from the previous year of 1343 at the end of the 2022-23 school year.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

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

- District Benchmark Data
- 2022-23 STAAR Data

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The CPOC met on May 11, 2023, and again on September 14, 2023, to develop and finalize the CNA. The meetings were held in the Cook Library at 3:20 PM.

At the first meeting on May 11, 2023, principal Daniele Sebastian reviewed the Spring District Benchmarks prior to STAAR and the committee did a gallery walk to determine the following:

- Reading, Math, and Science small group is working. In Social Studies, small group needs to happen consistently with all classes.
- Closing the Gap Strategies are working continue strategy.
- No Zero Incentives: Continue with incentives, students are responding positively.
- Economically Disadvantage: Continue to monitor and adjust after receiving data.
- At Risk: Accomplished
- Accelerated Instruction: Continue the structured plan it is working.

- Professional Development: Continue Learning Paths
- Mental Health Support: Continue, modify, and monitor.
- ALC Placement: Need to identify a goal to decrease placement.
- Attendance: Needs to set a goal to increase student attendance.

At the second meeting on September 14, 2023, the CPOC Director of Instruction, Christy Hames used the findings from the content teams' CIP luncheons in August to identify this year's academic strategies and reviewed Title I Budget. Members participated in an icebreaker to get to know each other.

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 in the area of student achievement, specifically in reading is that Students are not able to differentiate their approach and processing for different genres of texts. Through the root cause analysis process, we identified we will implement small group instruction with every student using informal and formal assessments at least once a week.

Our second identified priority problem is in the area of student achievement, specifically in Math students who struggle with computation skills and applying problem-solving strategies. Through the root cause analysis process, we identified we will implement small group instruction with every student using informal and formal assessments at least once a week.

Our third identified priority problem is in the area of student compliance with adult directives, specifically students complying with adults on campus that do not directly teach them. Through the root cause analysis process, we identified that students do not comply with adults that they do not know. We will implement lessons through advisors for teachers and students to have positive interactions even if they do not have an existing connection.

Student Achievement

Student Achievement Strengths

Using an integrated approach, campus-level teams reviewed the system safeguard data tables along with other STAAR data and conducted the following process: data analysis, identifying the problem, identification of contributing factors, determination of sphere of control, identification of a focus issue, determination of the "5 whys," and identification of a root cause. The problem statements and root causes are denoted in the "Problem Statements Identifying Student Achievement Needs" section below.

The team members included: Reading & Writing-6th, 7th, and 8th grade Language Arts and Reading teachers, CCIS, AAS, DI, and Principal; Math- 6th, 7th, and 8th grade Math and Math Lab teachers, CCIS, AAS, DI, and Principal; Science- 6th, 7th, 8th-grade science teachers, CCIS, AAS, DI and Principal; Social Studies- 6th, 7th and 8th-grade social studies teachers, CCIS, AAS, DI and Principal.

The teams met on the following date(s): Reading- August 21st, 2023; Math- August 22nd, 2023; Social Studies- August 23rd, 2023; Science- August 24th, 2023.

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

When looking at the overall scoring by Performance Category, students increased in 6th Grade Reading, 6th Grade Math, and 8th Grade Math

STAAR Content/Performance Category	2021-22	2022-23	Increase
6th Grade Reading Meets	46%	55%	9%
6th Grade Math Meets	37%	43%	6%
6th Grade Math Masters	17%	20%	3%
8th Grade Math Masters	6%	9%	3%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA:RLA: Students are not able to differentiate their approach and processing for different genres of texts. **Root Cause:** RLA: We are not giving students differentiated strategies and enough opportunities to make their thinking visible so that we can monitor understanding

Problem Statement 2: Math: Students struggle with math computation skills and applying problem-solving strategies. **Root Cause:** Math: We are not building in students practicing computational skills in class or requiring students to explain or justify their thinking.

Problem Statement 3: Science: Students are not demonstrating growth across the levels of STAAR performance. **Root Cause:** Science: We are not planning for and implementing effective differentiation strategies for specific needs.

Problem Statement 4: Social Studies: Students struggle to apply social studies process TEKS and vocabulary. **Root Cause:** Social Studies: We are not giving students enough purposeful opportunities to practice the social studies process TEKS and vocabulary.

Problem Statement 5: 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 6: 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

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

Surveys (students)

Tiered Fidelity Inventory Report

Values

Rangers today, leaders tomorrow

R-respectful

O-organized

C-cooperative

K-kind

Beliefs

COOK MIDDLE SCHOOL 2022-2023 GOALS

By prioritizing
1. Providing quality first-time learning
2. Creating a sense of belonging for each student and celebrating their accomplishments
3. Recognizing the needs of students and adjusting our plans and approach

Holding ourselves and students accountable for:

STUDENTS

Walk and Talk

Be on time and do your work the first time

Follow instructions the first time they are given

STAFF

Be on time and prepared

Be consistent

Be on active duty

Be a positive contributor

Equity-Opportunity and Equal Access For ALL

School Culture and Climate Strengths

Restorative Discipline and Campus Safety

Cook Middle School is a PBIS campus and PBIS initiatives are a driving force in creating a positive, welcoming, and future-focused campus culture. That culture is supported through the use of common language, common expectations, regular social skills lessons, and tangible rewards earned for positive behavior.

Cook students and staff are celebrated weekly through our student Ranger of the Week and staff Ranger of the Week. Students are selected based on their display of R.O.C.K. behaviors, and goal setting in the classroom. Students are recognized for the efforts they make to succeed academically.

Student accomplishments and participation in school-sponsored activities are celebrated and promoted during lunch and during weekly Ranger Review videos. Students' sense of belonging is encouraged through participation in clubs and extra-curricular activities.

Cook Middle School completed all 2022-2023 required safety drills and students participated in regular advisory lessons that deal with campus safety procedures and the health and well-being of students. For the 2023-2024 school year, students in every grade level will be engaged in Social Emotional Learning advisory lessons using the Second Step curriculum. The purpose of this curriculum is to continue to meet the needs of the whole child by providing direct instruction in the areas of mindset and goals, values and friendship, thoughts, emotions and decisions, and serious peer conflict. The curriculum also includes weekly class meetings facilitated through advisory classes as well as weekly class challenges to build community within our student body.

Discipline Improvements for the 2022-23 School year were:

	21-22	22-23	Change vs. LY	% Improvement vs. LY
Skipping	410	304	-106	34.87%
Language and Gestures with Adults	249	161	-88	54.66%
Inappropriate Physical Contact with Peers	290	237	-53	22.36%
Refusal to Comply	554	482	-72	14.94%

Ranger Showcase

Cook Middle School held the seventh annual Ranger Showcase which allows all students to showcase projects from varying subject areas to their parents and community members.

No Zeros Incentives

Cook Middle School organized and implemented incentives and rewards for students who turned in all of their assignments and had no zeros on each progress report and report card. Students were able to participate in lunch recesses and earned free time rewards and field days as a reward for completing all of their work.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students and staff need more direct instruction on the skills needed to have an effective relationship. **Root Cause:** We are not prioritizing the relationship and determining why a specific behavior is occurring.

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.

We will continue to focus on quality recruitment for our Cook staff while providing a mentoring program for new teachers. We will continue to promote a sense of belonging and high expectations for our campus through our new teacher mentors and a focus on professional development that is differentiated to meet the varied needs of our staff. We provide teachers with a support system, including a content area team with a common planning period to support quality first-time instruction. Core content area teachers are also supported by a Campus Content Instructional Specialist who provides curriculum support and individual coaching for teachers. Teachers and students are further supported by two Academic Achievement Specialists who assist teachers as they compile and analyze data.

To continue to build on the quality of our staff, we engage in professional development as a regular part of our operations. Our staff development plan for the 2022-2023 school year is built around connecting our five core focuses for our professional development over the last 8 years (Student Use of Technology, Making Student Thinking Visible, Ongoing Assessments, Small Group Instruction, and the Learning Environment) to the implementation of Blended Learning.   All actions in our staff development plan include a reflective piece that requires teachers to either record themselves and shares it with a collaboration partner, coach, or administrator; or to engage in reflective conversations and observations with collaboration partners, coaches, or administrators. Using ESSER Funds, we have invested in direct coaching/consulting professional development in the area of Blended Learning. Our campus was visited by a consultant five times throughout the school year 2022-2023 school year. Marcia Kish returned to Cook for four scheduled visits. Pete Hall will also visit Cook Middle School to provide feedback on our instructional coaching.

Employee Perception Survey

75 respondents completed the Employee Perception Survey. Of the respondents, 50 were teachers, 18 were paraprofessionals, 1 were campus support staff, and 6 were administrators. This has 11 fewer respondents than the previous year.

Strengths:

- 94% of respondents agreed that quality work is expected of me.
- 88% of the respondents agreed that opportunities to discuss my concerns with my campus administrators.
- 88% of the respondents agreed staff appreciation is built into the school culture.
- 93% of respondents agreed that I am clear about my job responsibilities.

Opportunities for Growth:

- 73% of respondents agreed quality work is expected of students.
- 78% of respondents agreed various forms of feedback are given to me to help me improve my performance.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Only 45% of the absences requiring a substitute were filled during the 2022-2023 school year.   **Root Cause:** Teacher/Paraprofessional Attendance: We are not leaving substitutes enough information to help them teach the classes.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Strengths

We will continue to focus on quality recruitment for our Cook staff, while providing a mentoring program for new teachers. We will continue to promote a sense of belonging and high expectations for our campus through our new teacher mentors, and a focus on professional development that is differentiated to meet the varied needs of our staff. We provide teachers with a support system including a content area team with a common planning period to support quality first-time instruction. Core content area teachers are also supported by a Campus Content Instructional Specialist who provides curriculum support as well as individual coaching for teachers. Teachers and students are further supported by two Academic Achievement Specialists who provide assistance for teachers as they compile and analyze data.

To continue to build on the quality of our staff, we engage in professional development as a regular part of our operations. Our staff development plan for the 2022-2023 school year is built around connecting our five core focuses for our professional development over the last 7 years (Student Use of Technology, Making Student Thinking Visible, Ongoing Assessments, Small Group Instruction, and the Learning Environment) to the implementation of Blended Learning. As a campus, we have 17 staff members who completed the Blended Learning Trainer Certification course and are developing. As a campus, we participated in 7 hours of Blended Learning training during the summer of 2021. To help teachers move instructional strategies from theory to practice, we have implemented a level choice board with specific actions for teachers to take in their classrooms. All actions in our staff development plan include a reflective piece that requires teachers to either record themselves and shares it with a collaboration partner, coach, or administrator; or to engage in reflective conversations and observations with collaboration partners, coaches, or administrators. Using ESSER Funds, we have invested in direct coaching/consulting professional development in the area of Blended Learning. Our campus was visited by a consultant five times throughout the school year 2021-2022 school year. Marcia Kish, the blended learning consultant visited Cook 5 times this school year. She has observed and provided feedback in 23 classrooms and planned with 13 content area teams. Marcia Kish has engaged in 9 individual coaching sessions and provided training to the instructional team 5 times. Marcia Kish will be returning to Cook this school year for 4 scheduled visits. Cook Middle School will also be visited by Pete Hall to provide feedback on our instructional coaching.

Employee Perception Survey

84 respondents completed the Employee Perception Survey. Of the respondents, 66 were teachers, 14 were paraprofessionals, 3 were campus support staff, and 6 were administrators. This has 10 fewer respondents than the previous year.

Strengths:

- 91% of respondents agreed that information is available to help me do my job effectively.
- 100% of respondents agreed that quality work is expected of me.
- 88% of respondents agreed that collaboration is encouraged and practiced.
- 94% of respondents agreed that information related to my job is accessible.
- 94% of respondents agreed that I am clear about my job responsibilities.
- 90% percent of respondents agreed that decisions are data-driven

Opportunities for Growth:

- 71% of respondents agreed that procedures have been implemented to keep me safe at work.
- 76% of respondents agreed that there are opportunities to discuss my concerns with campus administrators.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: Only 45% of the absences requiring a substitute were filled during the 2022-2023 school year.   **Root Cause:** Teacher/Paraprofessional Attendance: We are not leaving substitutes enough information to help them teach the classes.

Parent and Community Engagement

Parent and Community Engagement Strengths

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

50% of respondents reported that the school provided parents with opportunities to share feedback and ideas regarding the school's parent and family engagement program activities quite well.

51% of respondents indicated that they would like to see parental involvement funds used for technology resources. 39% of respondents indicated that they would like to see the funds used for Parent Workshops.

57% of respondents reported that the school leadership fosters an environment in which staff, parents, and the community work together to improve student achievement quite well.

Problem Statements Identifying Parent and Community Engagement Needs
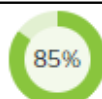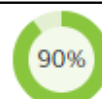
Problem Statement 1: Parent and Community Engagement: There is a lack of consistency school-wide with communication leading to parents not feeling informed.   **Root Cause:** Parent and Community Engagement: Cook is not fully implementing our parent communication practices.
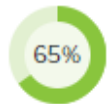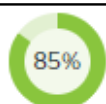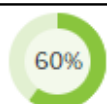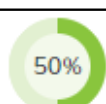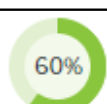
Goals

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, Science, and Social Studies

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA:We will implement small group instruction with every student using informal and formal assessments at least once a week.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Increased student performance on classroom assessments. Increased student performance on STAAR. **Staff Responsible for Monitoring:** ELAR CCIS	**Nov**	**Feb**	**May**
	75%	80%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: We will implement small group instruction with every student using informal and formal assessments at least once a week	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Improved student performance on classroom assessments and district and state assessments. **Staff Responsible for Monitoring:** Math CCIS	**Nov**	**Feb**	**May**
	50%	75%	

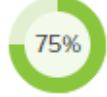| Strategy 3 Details	Formative Reviews		
Strategy 3: Science: We will implement small group instruction with every student using informal and formal assessments at least once a week	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Improved student performance on classroom, district and state assessments. **Staff Responsible for Monitoring:** Science CCIS	**Nov**	**Feb**	**May**
	85%	90%	

Strategy 4 Details	Formative Reviews		

Strategy 4: Social Studies: We will implement small group instruction with every student using informal and formal assessments at least once a week
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Improved student performance on classroom, district and state assessments.
    Staff Responsible for Monitoring: Social Studies CCIS
	Formative		

	Nov	Feb	May
	75%	65%	

Strategy 5 Details	Formative Reviews		

Strategy 5: 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: Principal
	Formative		

	Nov	Feb	May
	75%	75%	

Strategy 6 Details	Formative Reviews		

Strategy 6: Dropout Prevention: We will contact parents and schools to ensure that students on our campus dropout list are either enrolled in school or offered educational services.
    Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%.
    Staff Responsible for Monitoring: Dropout Recovery Specialist
	Formative		

	Nov	Feb	May
	95%	95%	

Strategy 7 Details	Formative Reviews		

Strategy 7: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: CCIS, Director of Instruction
	Formative		

	Nov	Feb	May
	85%	60%	

Strategy 8 Details	Formative Reviews		

Strategy 8: 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: A variety of social, leadership, community service and academic clubs and extracurricular activities.
    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
	50%	60%	

Strategy 9 Details	Formative Reviews		
Strategy 9: 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	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. 1. Salaries and Benefits: The class size reduction teachers will assist in lowering the student-to-teacher ratio assisting in meeting our students' goals in all content areas. The 504/Testing coordinator will assist in maintaining services for students receiving 504 services. 2. Substitute Pay: Substitutes will be used to allow teachers to participate in professional development and planning activities. 3. Extra Duty Pay: Teachers will address student needs and gaps through after-school targeted tutorials and Saturday interventions. 4. Supplies Non-Consumable -Materials will be purchased for staff development and parent events to assist the campus in meeting the goals and objectives outlined in the CIP. 5. Supplies Instructional- Consumable and non-consumable supplies will be purchased to be utilized by students and teachers in the classrooms. 6. Snacks: Snacks will be provided to students attending targeted tutoring sessions and Saturday tutorials for the purpose of addressing gaps and improving academic outcomes for students. 7. Travel Staff Reimbursement: Staff will participate in professional development opportunities like the Model Schools Conference to build our capacity for meeting the needs of all students. **Staff Responsible for Monitoring:** Principal	45%	45%	

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: Summer Learning/Summer Enrichment: Welcome Back- 6th Grade Ranger Camp - All incoming 6th grade students will be invited to attend a Ranger Camp focused on orienting students to middle school. Students will participate in activities that teach them the campus expectations, procedures as well as build relationships with their teachers and peers. Students will participate in activities about building habits to ensure academic success.
    Strategy's Expected Result/Impact: Students attending 6th grade Ranger Camp will have 96% attendance for the first marking period.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	Feb	May
	100%	100%	100%

Strategy 2 Details	Formative Reviews		

Strategy 2: Before/After School Program: After school and Saturday tutoring for students who did not pass the previous grade level STAAR and/or demonstrate a need for additional support based on classroom and district assessments.
    Strategy's Expected Result/Impact: Students attending outside of school interventions will demonstrate growth on district DPM's and benchmarks from the previous year's STAAR.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	Feb	May
	50%	60%	

Strategy 3 Details	Formative Reviews		

Strategy 3: Extended Instructional Time (Closing the Gaps): Supplies, IXL Math Program & NearPod Campus Subscription for students to improve their academic performance.
    Strategy's Expected Result/Impact: Students participating in IXL Math and NearPod will demonstrate growth on district DPM's and benchmarks from the previous year.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	Feb	May
	25%	75%	

Strategy 4 Details	Formative Reviews		

Strategy 4: Professional Development: Blended Learning Consultant- Marcia Kish
    Strategy's Expected Result/Impact: Teachers will participate in blended learning coaching sessions and increase implementation blended learning in classrooms.
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	Feb	May
	50%	75%	

Strategy 5 Details	Formative Reviews		
Strategy 5: Professional Development: Book studies on student engagement, classroom management, feedback and making student thinking visible for teachers	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Teachers will participate in monthly learning path book studies focused on student engagement, classroom management, feedback and making student thinking visible. **Staff Responsible for Monitoring:** Principal	60%	80%	

Strategy 6 Details	Formative Reviews		
Strategy 6: Mental Health Supports: Second Step SEL Program, PBIS Rewards	Formative		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students will participate in weekly social skill lessons. Positive student behavior will be reinforced using campus ROCK Bucks. **Staff Responsible for Monitoring:** Principal	85%	90%	

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.Students and parents will receive weekly Zero reports that include a list of zeros, courses failed as well as coaching scripts on how to ask for missing work and assistance from teachers.		**Formative**		
		Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table. Improved Academic Achievement **Staff Responsible for Monitoring:** Academic Achievement Specialist		90%	90%	
	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: We will implement health and safety lessons at least once a month, including Bringing out the Best through Advisory Classes.	Formative		
Strategy's Expected Result/Impact: Improved campus safety **Staff Responsible for Monitoring:** Assistant Principals	**Nov**	**Feb**	**May**
	40%	70%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year.	Formative		
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. **Staff Responsible for Monitoring:** Assistant Principal	**Nov**	**Feb**	**May**
	40%	80%	

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%	90%	
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%	80%	

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. We will implement and teach violence prevention strategies including the use of the Cy-Fair Tip line, staff development focused on safety, and parent social media and substance abuse education opportunities. **Strategy's Expected Result/Impact:** Violent Incidents will be 0%. **Staff Responsible for Monitoring:** Assistant Principals	**Formative**		
	Nov	Feb	May
	80%	90%	

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. We will directly teach students and staff the skills need to foster a positive teacher-student partnership. **Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Assistant Principals, Behavior Interventionist	**Formative**		
	Nov	Feb	May
	85%	85%	

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 1%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We will create a campus-wide expectation and process for providing clear information and plans for substitutes.	**Formative**		
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** Director of Instruction	**Nov**	**Feb**	**May**
	80%	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, 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: Teachers and administrators will participate in monthly learning path training's focused on the learning environment, ongoing assessment, making student thinking visible, small group instruction and student use of technology
 	
    Strategy's Expected Result/Impact: Increased implementation of research-based instructional strategies. Increased student achievement.
    Staff Responsible for Monitoring: Director of Instruction, Academic Achievement Specialists, CCIS
	Formative		

	Nov	Feb	May
	85%	80%	
Strategy 2 Details	Formative Reviews		

Strategy 2: High-Quality Professional Development: The Principal and Director of Instruction will attend the Model Schools Conference to participate in immersive, hands-on activities designed to raise our game as educational leaders.
 	
    Strategy's Expected Result/Impact: The principal and DI will collaborate with innovative districts and epic educators to develop professional development to grow and retain Cook Staff.
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
	Formative		

	Nov	Feb	May
	40%	70%	
	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 2%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: We will keep parents informed of classroom activities and assessments through weekly email updates and consistent campus communications about upcoming events.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 2%. **Staff Responsible for Monitoring:** Director of Instruction, Assistant Principals	85%	85%	
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Daniele Sebastian	Principal
Teacher #1	Beverly Curry	Teacher #1
Teacher #2	Christy Caesar	Teacher #2
Teacher #3	Leah Fields	Teacher #3
Teacher #4	Margaret Dipietro	Teacher #4
Teacher #5	Casey Jo Seltz	Teacher #5
Teacher #6	Stacie Anderson	Teacher #6
Teacher #7	Hector Veronica	Teacher #7
Teacher #8	Natalie Lopez	Teacher #8
Other School Leader (Nonteaching Professional) #1	Christy Hames	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Suzanne Bell	Other School Leader (Nonteaching Professional) #2
Administrator (LEA) #1	Stefanie Yates	Administrator (LEA) #1
Administrator (LEA) #2	Ashley Clayburn	Administrator (LEA) #2
Parent #1	Sarah Kirk	Parent #1
Parent #2	Maria Rocha	Parent #2
Community Member #1	Billy Paige	Community Member #1
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	John Foster	Business Representative #1
Business Representative #2	Tim Pope	Business Representative #2
Paraprofessional #1	Jessica Stewart	Paraprofessional #1
Paraprofessional #2	Paraprofessional #2	Paraprofessional #2
Other School Leader (Nonteaching Professional) #3	Adriana Holland	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Traci Talley	Other School Leader (Nonteaching Professional) #4
Parent #3	Jessica Farnell-Mercado	Parent #3
Parent #4	Megan Culpepper	Parent #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 #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	% Approaches Growth Needed	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	% Meets Growth Needed	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	% Masters Growth Needed
Reading	6	Cook	MS 2	All	463	371	80%	82%	2%	272	59%	61%	2%	128	28%	30%	2%
Reading	6	Cook	MS 2	Hispanic	260	199	77%	79%	2%	137	53%	55%	2%	56	22%	24%	2%
Reading	6	Cook	MS 2	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Cook	MS 2	Asian	37	36	97%	98%	1%	31	84%	86%	2%	20	54%	56%	2%
Reading	6	Cook	MS 2	African Am.	75	56	75%	77%	2%	35	47%	49%	2%	14	19%	21%	2%
Reading	6	Cook	MS 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Cook	MS 2	White	75	66	88%	90%	2%	57	76%	78%	2%	34	45%	47%	2%
Reading	6	Cook	MS 2	Two or More	12	11	92%	94%	2%	10	83%	85%	2%	*	*	*	*
Reading	6	Cook	MS 2	Eco. Dis.	311	238	77%	79%	2%	160	51%	53%	2%	61	20%	22%	2%
Reading	6	Cook	MS 2	LEP Current	113	72	64%	66%	2%	34	30%	32%	2%	7	6%	8%	2%
Reading	6	Cook	MS 2	At-Risk	310	232	75%	77%	2%	147	47%	49%	2%	51	16%	18%	2%
Reading	6	Cook	MS 2	SPED	44	11	25%	27%	2%	7	16%	18%	2%	*	*	*	*
Reading	7	Cook	MS 2	All	447	348	78%	80%	2%	243	54%	56%	2%	133	30%	32%	2%
Reading	7	Cook	MS 2	Hispanic	257	180	70%	72%	2%	112	44%	46%	2%	50	19%	21%	2%
Reading	7	Cook	MS 2	Am. Indian	8	6	75%	77%	2%	*	*	*	*	*	*	*	*
Reading	7	Cook	MS 2	Asian	50	49	98%	99%	1%	42	84%	86%	2%	31	62%	64%	2%
Reading	7	Cook	MS 2	African Am.	43	31	72%	74%	2%	15	35%	37%	2%	6	14%	16%	2%
Reading	7	Cook	MS 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Cook	MS 2	White	77	72	94%	96%	2%	63	82%	84%	2%	39	51%	53%	2%
Reading	7	Cook	MS 2	Two or More	12	10	83%	85%	2%	7	58%	60%	2%	*	*	*	*
Reading	7	Cook	MS 2	Eco. Dis.	289	211	73%	75%	2%	125	43%	45%	2%	54	19%	21%	2%
Reading	7	Cook	MS 2	LEP Current	88	41	47%	49%	2%	18	20%	22%	2%	*	*	*	*
Reading	7	Cook	MS 2	At-Risk	301	214	71%	73%	2%	127	42%	44%	2%	59	20%	22%	2%
Reading	7	Cook	MS 2	SPED	40	12	30%	32%	2%	8	20%	22%	2%	*	*	*	*
Reading	8	Cook	MS 2	All	485	420	87%	88%	1%	304	63%	65%	2%	148	31%	33%	2%
Reading	8	Cook	MS 2	Hispanic	295	249	84%	86%	2%	161	55%	57%	2%	56	19%	21%	2%
Reading	8	Cook	MS 2	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Cook	MS 2	Asian	52	51	98%	99%	1%	49	94%	96%	2%	38	73%	75%	2%
Reading	8	Cook	MS 2	African Am.	50	40	80%	82%	2%	24	48%	50%	2%	10	20%	22%	2%
Reading	8	Cook	MS 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Cook	MS 2	White	65	58	89%	91%	2%	51	78%	80%	2%	29	45%	47%	2%
Reading	8	Cook	MS 2	Two or More	20	19	95%	97%	2%	17	85%	87%	2%	13	65%	67%	2%
Reading	8	Cook	MS 2	Eco. Dis.	302	255	84%	86%	2%	168	56%	58%	2%	63	21%	23%	2%
Reading	8	Cook	MS 2	LEP Current	97	67	69%	71%	2%	30	31%	33%	2%	*	*	*	*
Reading	8	Cook	MS 2	At-Risk	322	264	82%	84%	2%	173	54%	56%	2%	66	20%	22%	2%
Reading	8	Cook	MS 2	SPED	47	22	47%	49%	2%	7	15%	17%	2%	*	*	*	*
Math	6	Cook	MS 2	All	460	352	77%	79%	2%	200	43%	45%	2%	93	20%	22%	2%
Math	6	Cook	MS 2	Hispanic	259	193	75%	77%	2%	85	33%	35%	2%	32	12%	14%	2%
Math	6	Cook	MS 2	Am. Indian	4	*	*	*	*	*	*	*	*	*	*	*	*

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 #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	% Approaches Growth Needed	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	% Meets Growth Needed	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	% Masters Growth Needed
Math	6	Cook	MS 2	Asian	37	36	97%	99%	2%	31	84%	86%	2%	20	54%	56%	2%
Math	6	Cook	MS 2	African Am.	74	48	65%	67%	2%	22	30%	32%	2%	6	8%	10%	2%
Math	6	Cook	MS 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Cook	MS 2	White	74	64	86%	88%	2%	55	74%	76%	2%	31	42%	44%	2%
Math	6	Cook	MS 2	Two or More	12	10	83%	85%	2%	7	58%	60%	2%	*	*	*	*
Math	6	Cook	MS 2	Eco. Dis.	307	220	72%	74%	2%	107	35%	37%	2%	41	13%	15%	2%
Math	6	Cook	MS 2	LEP Current	112	74	66%	66%	0%	22	20%	22%	2%	7	6%	8%	2%
Math	6	Cook	MS 2	At-Risk	310	218	70%	72%	2%	93	30%	32%	2%	37	12%	14%	2%
Math	6	Cook	MS 2	SPED	45	20	44%	46%	2%	6	13%	15%	2%	*	*	*	*
Math	7	Cook	MS 2	All	443	292	66%	68%	2%	180	41%	43%	2%	75	17%	19%	2%
Math	7	Cook	MS 2	Hispanic	257	147	57%	58%	1%	76	30%	32%	2%	23	9%	11%	2%
Math	7	Cook	MS 2	Am. Indian	8	5	63%	65%	2%	*	*	*	*	*	*	*	*
Math	7	Cook	MS 2	Asian	49	43	88%	90%	2%	39	80%	82%	2%	27	55%	57%	2%
Math	7	Cook	MS 2	African Am.	42	25	60%	62%	2%	6	14%	16%	2%	*	*	*	*
Math	7	Cook	MS 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Cook	MS 2	White	76	65	86%	88%	2%	52	68%	70%	2%	23	30%	32%	2%
Math	7	Cook	MS 2	Two or More	10	7	70%	72%	2%	5	50%	52%	2%	*	*	*	*
Math	7	Cook	MS 2	Eco. Dis.	286	170	59%	61%	2%	87	30%	32%	2%	26	9%	11%	2%
Math	7	Cook	MS 2	LEP Current	89	35	39%	41%	2%	12	13%	15%	2%	*	*	*	*
Math	7	Cook	MS 2	At-Risk	300	167	56%	58%	2%	89	30%	32%	2%	34	11%	13%	2%
Math	7	Cook	MS 2	SPED	39	12	31%	33%	2%	*	*	*	*	*	*	*	*
Math	8	Cook	MS 2	All	332	243	73%	75%	2%	119	36%	38%	2%	30	9%	11%	2%
Math	8	Cook	MS 2	Hispanic	234	169	72%	74%	2%	80	34%	36%	2%	19	8%	10%	2%
Math	8	Cook	MS 2	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Cook	MS 2	Asian	12	11	92%	94%	2%	9	75%	77%	2%	6	50%	52%	2%
Math	8	Cook	MS 2	African Am.	43	29	67%	69%	2%	11	26%	28%	2%	*	*	*	*
Math	8	Cook	MS 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Cook	MS 2	White	33	25	76%	78%	2%	16	48%	50%	2%	*	*	*	*
Math	8	Cook	MS 2	Two or More	7	6	86%	88%	2%	*	*	*	*	*	*	*	*
Math	8	Cook	MS 2	Eco. Dis.	240	177	74%	76%	2%	82	34%	36%	2%	22	9%	11%	2%
Math	8	Cook	MS 2	LEP Current	92	51	55%	57%	2%	19	21%	23%	2%	6	7%	9%	2%
Math	8	Cook	MS 2	At-Risk	256	178	70%	72%	2%	75	29%	31%	2%	18	7%	9%	2%
Math	8	Cook	MS 2	SPED	43	15	35%	37%	2%	5	12%	14%	2%	*	*	*	*
Science	8	Cook	MS 2	All	484	406	84%	86%	2%	280	58%	60%	2%	127	26%	28%	2%
Science	8	Cook	MS 2	Hispanic	294	235	80%	82%	2%	142	48%	50%	2%	49	17%	19%	2%
Science	8	Cook	MS 2	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Cook	MS 2	Asian	51	50	98%	99%	1%	47	92%	94%	2%	35	69%	71%	2%
Science	8	Cook	MS 2	African Am.	50	38	76%	78%	2%	21	42%	43%	1%	6	12%	14%	2%
Science	8	Cook	MS 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*

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 #	2023: Approaches Grade Level %	2024 Approaches Incremental Growth Target %	% Approaches Growth Needed	2023: Meets Grade Level #	2023: Meets Grade Level %	2024 Meets Incremental Growth Target %	% Meets Growth Needed	2023: Masters Grade Level #	2023: Masters Grade Level %	2024 Masters Incremental Growth Target %	% Masters Growth Needed
Science	8	Cook	MS 2	White	65	61	94%	96%	2%	51	78%	80%	2%	27	42%	44%	2%
Science	8	Cook	MS 2	Two or More	21	20	95%	97%	2%	17	81%	83%	2%	9	43%	45%	2%
Science	8	Cook	MS 2	Eco. Dis.	300	246	82%	84%	2%	148	49%	51%	2%	54	18%	20%	2%
Science	8	Cook	MS 2	LEP Current	97	62	64%	66%	2%	25	26%	28%	2%	6	6%	8%	2%
Science	8	Cook	MS 2	At-Risk	320	251	78%	80%	2%	146	46%	48%	2%	58	18%	20%	2%
Science	8	Cook	MS 2	SPED	47	25	53%	55%	2%	11	23%	25%	2%	*	*	*	*
Social Studies	8	Cook	MS 2	All	489	303	62%	64%	2%	153	31%	32%	1%	72	15%	17%	2%
Social Studies	8	Cook	MS 2	Hispanic	296	160	54%	56%	2%	63	21%	23%	2%	23	8%	10%	2%
Social Studies	8	Cook	MS 2	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Cook	MS 2	Asian	52	47	90%	92%	2%	37	71%	73%	2%	23	44%	46%	2%
Social Studies	8	Cook	MS 2	African Am.	52	26	50%	52%	2%	10	19%	21%	2%	*	*	*	*
Social Studies	8	Cook	MS 2	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies	8	Cook	MS 2	White	65	49	75%	77%	2%	31	48%	50%	2%	19	29%	31%	2%
Social Studies	8	Cook	MS 2	Two or More	21	18	86%	87%	1%	12	57%	59%	2%	*	*	*	*
Social Studies	8	Cook	MS 2	Eco. Dis.	304	167	55%	57%	2%	68	22%	24%	2%	25	8%	10%	2%
Social Studies	8	Cook	MS 2	LEP Current	97	31	32%	34%	2%	6	6%	8%	2%	*	*	*	*
Social Studies	8	Cook	MS 2	At-Risk	324	164	51%	53%	2%	71	22%	24%	2%	28	9%	11%	2%
Social Studies	8	Cook	MS 2	SPED	47	13	28%	30%	2%	*	*	*	*	*	*	*	*

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Level	Campus	EOC	2023 Cluster	Student Group	Tested 2023 #	2023: Approaches #	2023: Approaches %	2024 Approaches Incremental Growth Target %	% Approaches Growth Needed	2023: Meets #	2023: Meets %	2024 Meets Incremental Growth Target %	% Meets Growth Needed	2023: Masters #	2023: Masters %	2024 Masters Incremental Growth Target %	% Masters Growth Needed
MS	Cook	Algebra I	MS 2	All	155	155	100%	100%	0%	152	98%	99%	1%	141	91%	93%	2%
MS	Cook	Algebra I	MS 2	Hispanic	60	60	100%	100%	0%	58	97%	99%	2%	52	87%	89%	2%
MS	Cook	Algebra I	MS 2	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
MS	Cook	Algebra I	MS 2	Asian	41	41	100%	100%	0%	41	100%	100%	0%	38	93%	95%	2%
MS	Cook	Algebra I	MS 2	African Am.	8	8	100%	100%	0%	8	100%	100%	0%	8	100%	100%	0%
MS	Cook	Algebra I	MS 2	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
MS	Cook	Algebra I	MS 2	White	31	31	100%	100%	0%	30	97%	99%	2%	29	94%	96%	2%
MS	Cook	Algebra I	MS 2	Two or More	15	15	100%	100%	0%	15	100%	100%	0%	14	93%	95%	2%
MS	Cook	Algebra I	MS 2	Eco. Dis.	63	63	100%	100%	0%	63	100%	100%	0%	56	89%	91%	2%
MS	Cook	Algebra I	MS 2	Emergent Bilingual	5	5	100%	100%	0%	5	100%	100%	0%	*	*	*	*
MS	Cook	Algebra I	MS 2	At-Risk	66	66	100%	100%	0%	64	97%	99%	2%	57	86%	88%	2%
MS	Cook	Algebra I	MS 2	SPED	4	*	*	*	*	*	*	*	*	*	*	*	*