DeSoto Independent School District

Cockrell Hill Elementary School

2026-2027 Campus Improvement Plan



Mission Statement

The mission of DeSoto ISD is to ensure students, without exception, learn and grow at their highest levels.

Vision

The vision of DeSoto ISD is to inspire curiosity and consciousness, develop character, build courage and nurture compassion.

Value Statement

Our Current Values

Every Student

Relentless Equity

Unconditional Belonging

Collective Excellence

Courageous Learning

Community Greatness

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

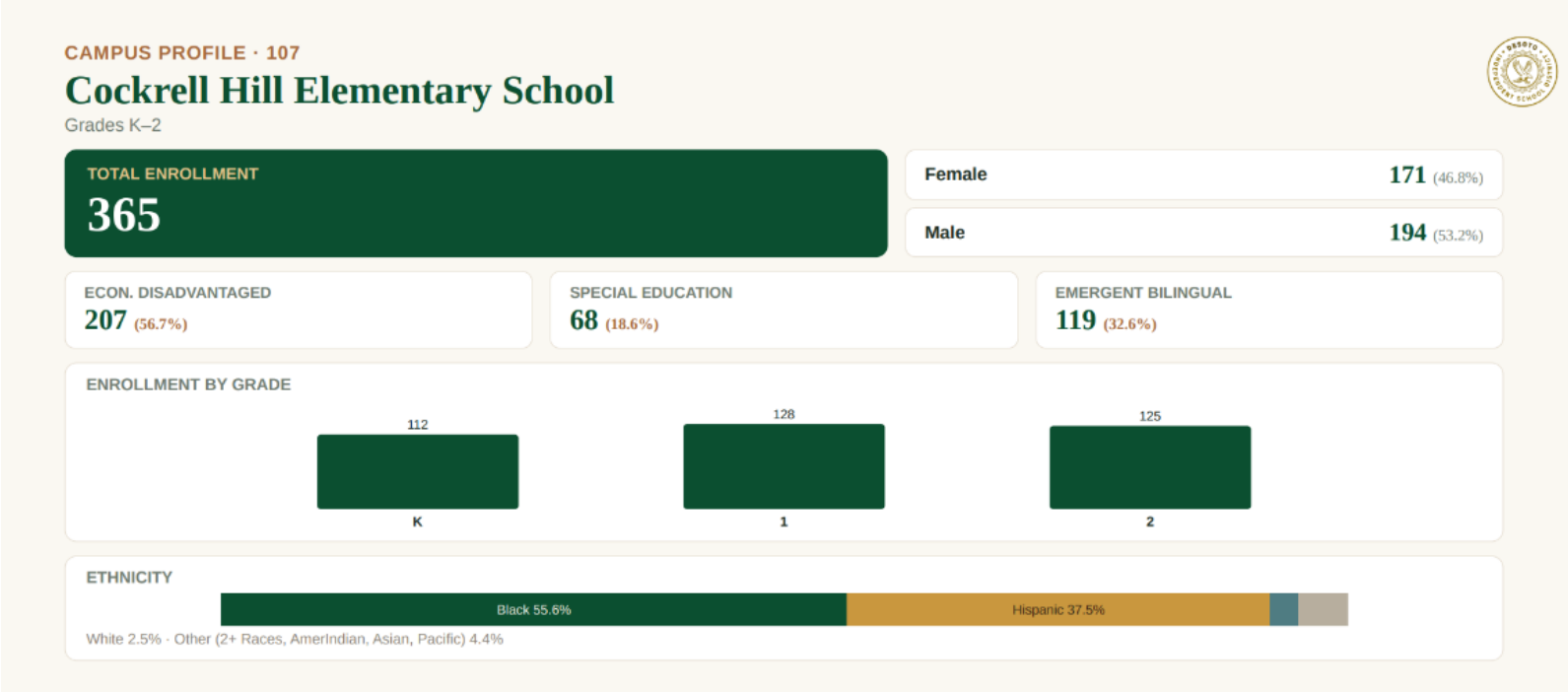
Cockrell Hill Elementary traditionally has serviced K-2 grades. Cockrell Hill Elementary is housed with Frank D. Moates Elementary for the 2026-27 and 2027-28 school years due to the rebuilding of Frank D. Moates Elementary in Glenn Heights, TX.

CHE services general and bilingual education in grades K-2.

Kindergarten: 1 DL, 4 General Ed

1st Grade: 2 DL, 3 General Ed

2nd Grade: 2 DL, 3 General Ed



iReady, Circle (TX-KEA) are the predoiminant diagnostic sources of data and are monitored at beginning, middle and end of year. CHE will implement systems to monitor students weekly and at the end of critical units as the focus is on ensuring students are moving to grade level preparedness. There are still significant gaps in students performing 1-2 grade levels below on reading and math.

Demographics

Demographics Summary

School/Race/Ethnicity

For the past 4 years, Cockrell Hill Elementary has serviced K-2 grades for general and bilingual education. Students have transitioned predominately to Frank D. Moates Elementary which has served 3-5 grades for general and bilingual education. With the passing of several bonds, Frank Moates was approved for a campus rebuild. The campus rebuild is anticipated to be completed for the 2028-29 school year. In the meantime, students are housed together for the 2026-27 and 2027-28 school years during the rebuild.

Cockrell Hill Elementary is housing grades K-5 and is the only campus serving bilingual students. Grades K-3 service general and bilingual education, but 4th and 5th gradres only service bilingual education. For the 2026-27 school year, enrollment is approximately 560 students. The largest student groups are African American (60%) and Hispanic (35.%).

Community/Parent/Guardian

The community is steadily growing due to development of new housing additions. The community speaks both English and Spanish. This population could change due to the rezoning of students within the district. CHE has a PTA that is growing but still lacking a lot of parental involvement and engagement.

Demographics Strengths

1. Diverse student and staff population

2. Many families are lifelong residents of our neighborhood community.

3. Staff is representative of the student population.

4. Part of our student population attends the bilingual classes.

5. The staff at CHE are committed to meeting the needs of our students through parental and community involvement activities that are culturally responsive and inclusive.

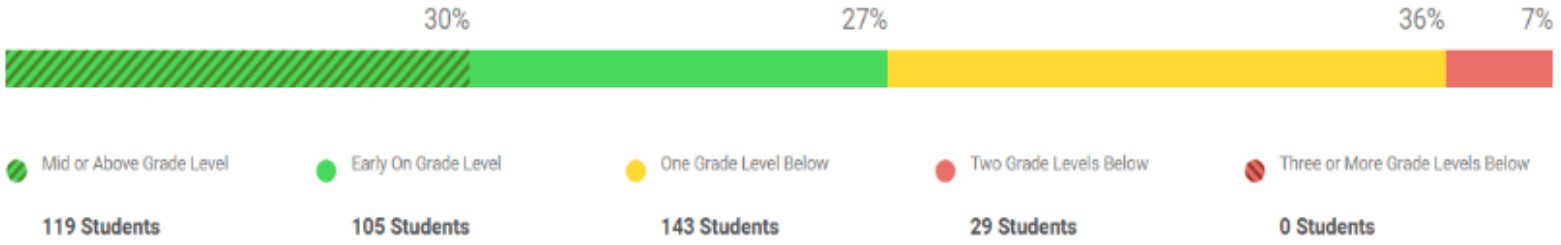
6. Campus events are planned to recognize and celebrate students and staff for perfect attendance, birthdays, personal accomplishments, and student progress (district and state assessments.)

Student Learning

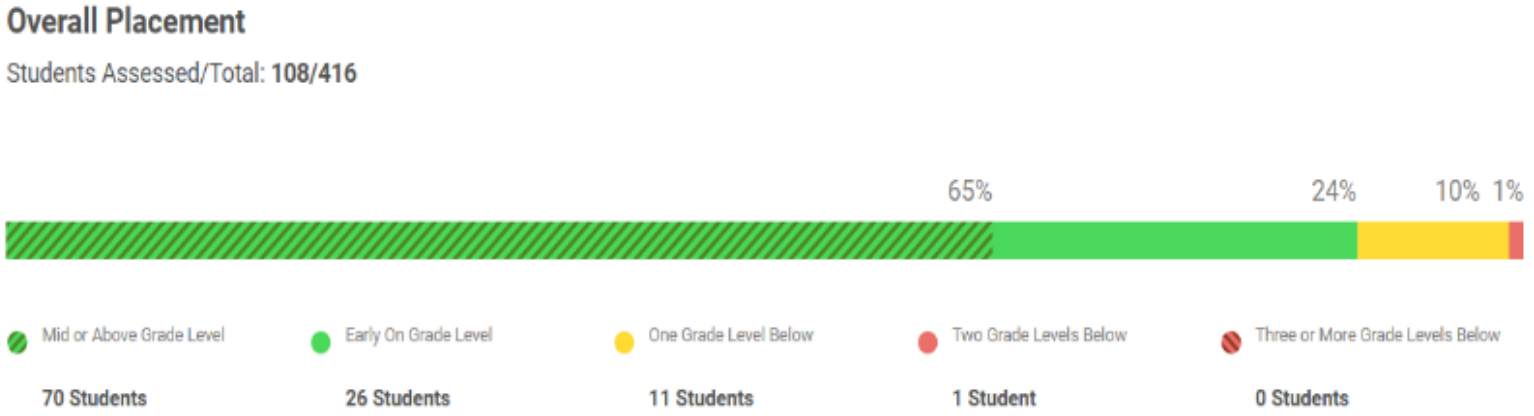
Student Learning Summary

K-2 students predominate sources of data on our instructional program is iReady. The diagnostic is taken at the beginning, middle and end of the year. iReady diagnostics are an accurate gauge of grade level readiness. Below are EOY iReady diagnstoic results

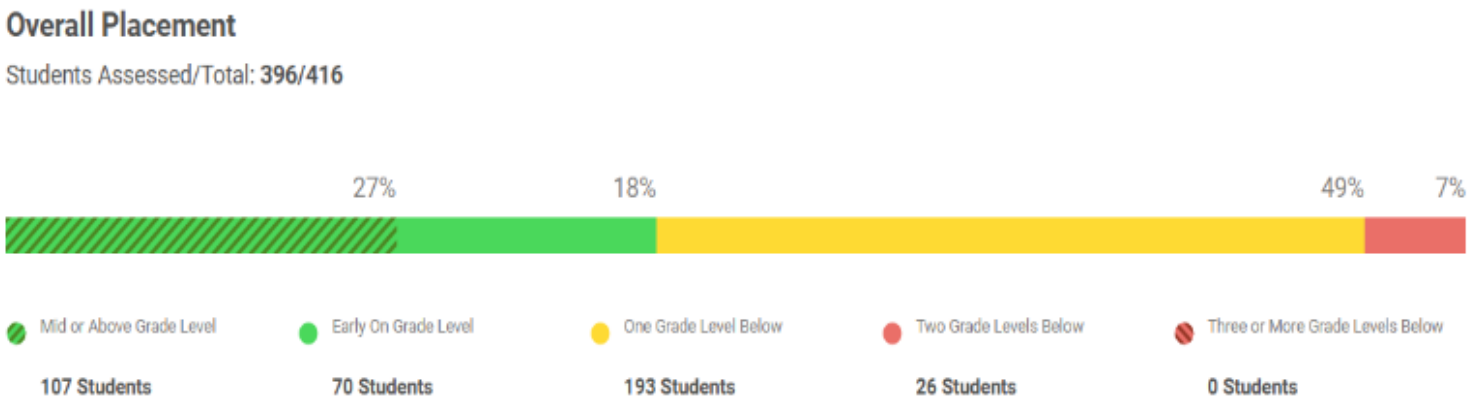
iReady EOY Reading



iReady Spanish Reading



iReady Math



Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 56% of students are 2 or more years below grade level in mathematics for EOY iReady diagnostic.
Root Cause: Teachers need quality instruciontal planning and support in rigorous, grade level foundational mathematics instruction.

Problem Statement 2 (Prioritized): 43% of students are one grade level below in reading for EOY iReady diagnostic.
Root Cause: Curriculum and slide decks don't specialize in differentiated instruction and balanced literacy models

School Processes & Programs

School Processes & Programs Summary

Curriculum

This year, our teaching staff is predominantly composed of experienced educators. The diversity in staff background brings a wealth of knowledge and different instructional strategies to our school, allowing us to benefit from the shared expertise and collaborative spirit of veteran educators.

Instruction

Instructional planning and delivery are grounded in data-driven decision-making, with teachers engaging in collaborative efforts during team planning and coaching sessions. These sessions focus on analyzing data from multiple sources, including i-ready assessments, Texas KEA, CLI and weekly exit tickets. This data is used to tailor guided reading and math instruction and individual interventions, ensuring that all students achieve mastery of grade-level Texas Essential Knowledge and Skills (TEKS) across all content areas.

To improve reading and math proficiency, teachers will provide small group guided instruction to all students. Success will be monitored through monthly running records, allowing for timely adjustments in instruction. The collaboration extends to special education staff, who work closely with teachers to create engaging and differentiated lessons that cater to the diverse needs of all student groups, including Special Education, Gifted and Talented (GT), At-Risk, and 504 students.

Additionally, staff will implement the Multi-Tiered System of Supports (MTSS/SST) Student Support Team to provide tiered interventions and instruction, particularly for students identified as at risk of not meeting grade-level reading, math or behavioral expectations. This process ensures that all students receive the appropriate level of support needed to succeed.

Assessment

Teachers will regularly collaborate with administrators, instructional coaches, and each others to ensure that student learning activities align with the State Standards (SEs) and the daily instructional objectives. These meetings will focus on student performance on campus and district assessments, as well as classroom practices that impact student learning. This continuous reflection and discussion are essential for refining instructional practices and ensuring that all students are progressing toward meeting or exceeding grade-level expectations.

At Cockrell Hill Elementary, the focus is on nurturing the whole child, ensuring that every student's social, emotional, and academic needs are met. This holistic approach begins the moment students arrive at school. Teachers personally greet each student at the classroom door, conducting a daily check-in to assess their emotional and mental well-being. This practice helps to establish a positive and supportive classroom environment, where students feel seen, valued, and ready to learn.

Morning Routine and SEL Integration

After breakfast, students engage in a bell ringer activity designed to ease them into the school day while reinforcing key skills. Once all students are present, the day officially begins with a morning Social-Emotional Learning (SEL) lesson. These SEL lessons are integral to the school's mission of developing the whole child, as they equip students with essential skills in self-awareness, self-management, social awareness, relationship building, and responsible decision-making. By embedding SEL into the daily routine, Cockrell Hill ensures that students are not only academically prepared but also emotionally resilient and socially competent.

Engaging and Rigorous Learning Activities

Throughout the day, Cockrell Hill places a strong emphasis on engaging students in age-appropriate yet rigorous learning activities. Instruction is carefully designed to challenge

students while meeting them at their individual developmental levels. Small group instruction will be a key component of this approach during the 2025-2026 school year, allowing teachers to provide differentiated support tailored to the unique needs of each student. This method not only helps to close learning gaps but also encourages active participation and deeper understanding of the material.

Targeted Interventions for Reading and Math

For students requiring additional support, the instructional specialist plays a crucial role. They provide prescriptive instruction to Tier 2 and Tier 3 students in grades 1 and 2, focusing on those who are struggling to meet grade-level expectations. These targeted interventions are designed to address specific learning gaps, using evidence-based strategies to help students make significant progress in reading and math. By offering this specialized support, Cockrell Hill ensures that every student has the opportunity to succeed, regardless of their starting point.

Through these practices, Cockrell Hill Elementary is committed to fostering a well-rounded educational experience that prioritizes both academic excellence and the overall well-being of its students

School Processes & Programs Strengths

Lesson Planning and Feedback

Teachers submit their weekly lesson plans in accordance with campus expectations. These plans are reviewed and provided with feedback

This ongoing feedback loop supports teachers in refining their instructional approaches, ensuring alignment with campus goals and promoting continuous improvement in their teaching practices.

Administrative Support and Coaching

The campus ILT regularly attend planning sessions to observe and participate in the discussions. Following these collaborative sessions, the ILT provide ongoing coaching feedback. This practice promotes consistency across the campus and ensures that professional growth opportunities are aligned with the needs of both teachers and students. The administrators' involvement also reinforces the importance of the their commitment to supporting instructional excellence.

Leadership and Professional Development

High-performing teachers are recognized for their expertise. These teachers share their strengths in specific areas, helping to build the capacity of their colleagues and fostering a culture of peer-to-peer learning. This approach not only leverages the talents within the staff but also empowers teachers to take on leadership roles and contribute to the overall professional development of the campus.

Communication of Campus Achievement Goals

Campus achievement goals are communicated consistently and transparently. These goals are shared in the campus newsletter and are emphasized during staff meetings or other campus-wide gatherings. This regular communication ensures that all staff members are aware of the campus objectives, fostering a shared sense of purpose and accountability as they work toward achieving these goals.

1.Strong Focus on Whole Child Development

2. Effective Use of Morning Check-ins

3. Integration of Social-Emotional Learning (SEL)

4. Commitment to Differentiated Instruction

5. Targeted Interventions and Support Systems

6. Clear Communication of Achievement Goals

7. Administrative Support and Feedback

8. Restorative coordinator and a Zen Den

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is an observed inconsistency in student mastery of grade-level standards across various content areas. This inconsistency is reflected in significant gaps between expected outcomes and actual student achievement, particularly among at-risk populations.
Root Cause: The root cause of this issue stems from a lack of coherence in the implementation of instructional strategies and the inconsistent use of data to inform instruction. The transfer of these best practices across the entire teaching staff is uneven, resulting in disparities in instructional quality and student outcomes.

Problem Statement 2: inconsistencies in instructional practices and a lack of alignment in achieving campus-wide academic, discipline and SEL goals.
Root Cause: The problem lies in the variability of communication and follow-through on school-wide initiatives. While there are structures in place for collaboration and feedback, not all staff members are equally engaged or equipped to implement the strategies effectively.

Perceptions

Perceptions Summary

At Cockrell Hill Elementary, our motto is **"The Road to Success is Always Under Construction."** This motto demonstrates what we do for our scholars all day everyday. We realize the expectation starts with every adult in the building and translates to the student body through what they hear us say and what they see us do. Teachers know that going the extra mile in the instructional planning process positively impacts students' learning and achieving at high levels. We believe that ALL students can learn. Teachers collaborate on a daily basis to ensure that they are meeting the needs of students and each others needs educationally. Teachers are included in and give input on most decisions that affect their classrooms. They feel empowered, confident, and supported in making decisions that directly affect the learning of students in their classrooms.

Disciplinary policies and practices are proactive. We implemented the use of TVB last year because and we are continuing to develop its use this year. We believe all students deserve an opportunity to learn in a safe, orderly, bully-free, classroom environment. Along with adding a Restorative coordinator, we added a Zen Den where students are afforded the opportunity to reset and regulate behavior. Teachers are afforded the opportunity to deliver instruction with minimal disruptions due to the campus-wide discipline system in place. We are also implementing SST teams, Character Counts and PBIS.

All classrooms support students social-emotional growth by encouraging students to use the spaces to self-manage their emotions and regulate their behaviors.

We recognize the importance of involving and partnering with parents and the community as it relates to nurturing and educating the whole child. Some events we plan for parents and extended family members include, but are not limited to: Meet the Teacher Night/Goals Night, Parent/Teacher Conferences, Muffins with Mom, Dancing with Dad, Grandparents' Day, Family. STEM Family Night, and Literacy Night. Aside from the afore mentioned events, the school strives to communicate and keep parents informed by sending home a newsletter (in English and Spanish), posting breakfast and lunch menus for the month, posting a calendar of events, and other community communication pieces. Report cards go home at the end of each 6 week period. Teachers keep parents informed by sending home weekly newsletters that explain lesson objectives and homework assignments. Teachers take the expectation of regularly communicating a step further by using mobile apps called Class Dojo/SchoolStatus to immediately notify parents of classroom events and/or behavioral and academic concerns on a daily basis.

Evening Parent Engagement Events

Although we used multiple methods of communication including notes home, emails, and mobile apps with advance notice, many families were unable to attend. In order to achieve a more consistent high level of parent attendance, some events will be held earlier in the day to accommodate family needs.

Parent Volunteers

Students thrive when their parents become involved and families gain a greater understanding of what is needed for student success. We use the Volly system for approving and logging volunteers.

Perceptions Strengths

1. We have a leadership team to plan and oversee family engagement events.

2. Events are communicated at a high level.

3. Parent and other community members are encouraged to volunteer.

4. Many family/extended family participate in special days on campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The school has struggled to establish a PTA and consistent attendance in parent participation in after school school events. This lack of engagement has contributed to a weakened sense of partnership and shared responsibility for student success.
Root Cause: The school's current engagement efforts may not adequately address the diverse needs, preferences, and schedules of parents and community members, resulting in missed opportunities for collaboration and support.

Priority Problem Statements

Problem Statement 1: 56% of students are 2 or more years below grade level in mathematics for EOY iReady diagnostic.
Root Cause 1: Teachers need quality instruciontal planning and support in rigorous, grade level foundational mathematics instruction.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: 43% of students are one grade level below in reading for EOY iReady diagnostic.
Root Cause 2: Curriculum and slide decks don't specialize in differentiated instruction and balanced literacy models
Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 29, 2026

Goal 1: Increase the percentage of students graduating CCMR-ready from 88% in May 2025 to 95% in May 2030

Performance Objective 1: Percentage of High School students who graduate college, career, and/or military ready will increase to at least 95% by May 2030 as aligned to the District Board Goals.

Evaluation Data Sources: iReady- Projection Data/MAP
STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will be exposed to CCMR weekly through college day, career and college presentations, interviews, schoollinks, and an annual career fair. **Strategy's Expected Result/Impact:** Students will be college and career ready **Staff Responsible for Monitoring:** Teachers and administrators. **Title I:** 2.53 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Tutors - 211 - Title I				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase the percentage of 3rd grade students performing at the meets level or above on STAAR Reading from 32% in May 2026 to 48% by May 2030

Performance Objective 1: The percentage of kindergarten students that are meeting mid on grade level on the I-Ready reading Diagnostic assessment will increase from 36 to 50% by May 2027.

Evaluation Data Sources: The actual certificates

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: ELAR/SLAR Teachers will participate in weekly instructional planning including plan and practice, slide deck differentiation, analysis of student work and data analysis for reteach. **Strategy's Expected Result/Impact:** 80% of Teachers will perform at the proficiency level for Content Knowledge in T-TESS Summative Conferences by May 2026. **Staff Responsible for Monitoring:** AF AP ELAR/SLAR Teachers **Title I:** 2.51 **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 80% of teachers will be proficient at delivering daily, objective -driven lessons by using a daily demonstration of learning or exit ticket tracker. **Strategy's Expected Result/Impact:** 80% of students consistenly demonstrate mastery of the daily demonstration of learning or exit ticket. **Staff Responsible for Monitoring:** Teacher AF Assistant Principal **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Substitutes will support teachers to participate in extended instructional planning to enhance the quality of preparendess for high quality first-teach instruction. **Strategy's Expected Result/Impact:** 50% of students perform on or above grade level for EOY iReady Reading at Meets/Masters levels for STAAR Reading. **Staff Responsible for Monitoring:** Prinicpal AP Intervention Specialist ELAR/SLAR Teachers **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Increase the percentage of 3rd grade students performing at the meets level or above on STAAR Reading from 32% in May 2026 to 48% by May 2030

Performance Objective 2: The percentage of First grade students that are meeting mid on grade level on the I-Ready reading Diagnostic assessment will increase from 28% to 50% by May 2026.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: ELAR/SLAR Teachers will participate in weekly instructional planning including plan and practice, slide deck differentiation, analysis of student work and data analysis for reteach. **Strategy's Expected Result/Impact:** 80% of Teachers will perform at the proficiency level for Content Knowledge in T-TESS Summative Conferences by May 2026. **Staff Responsible for Monitoring:** AF AP ELAR/SLAR Teachers **Title I:** 2.51 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 80% of teachers will be proficient at delivering daily, objective -driven lessons by using a daily demonstration of learning or exit ticket tracker. **Strategy's Expected Result/Impact:** 80% of students consistenly demonstrate mastery of the daily demonstration of learning or exit ticket. **Staff Responsible for Monitoring:** Teacher AF Assistant Principal/Principal **Title I:** 2.51				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students will participate in targeted tutoring based upon academic needs: Remediation, intervention and acceleration. Remediation-students 2 or more grade levels below Intervention-students 1 grade level below Acceleration-Students on or above grade level. **Strategy's Expected Result/Impact:** 50% of students performing at Mid or Above Grade level on EOY iready Reading **Staff Responsible for Monitoring:** Principal AP Intervention Specialist Teachers **Title I:** 2.51 **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Special Education Teacher Assistants will provide additional classroom support in classrooms, supporting small group instruction and reading recovery Tier 3 resources such as iReady, SIPS and Reading Mastery. **Strategy's Expected Result/Impact:** Increase percentage of SPED students performing at Meets Level for Reading from 10% to 20% for Reading **Staff Responsible for Monitoring:** SPED TA's Principal **Title I:** 2.53 **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Teachers will participate in ongoing, high-impact professional development, focused on pedagocial practices designed to support students with Readling Language Arts skills especially in the writing process, grammar, revising and editing. **Strategy's Expected Result/Impact:** Foundational writing and grammar skills will reflect in campus assessments and EOY iReady indicators with 50% mid or above grade level. **Staff Responsible for Monitoring:** Principal AP Intervention Specalist. **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership				

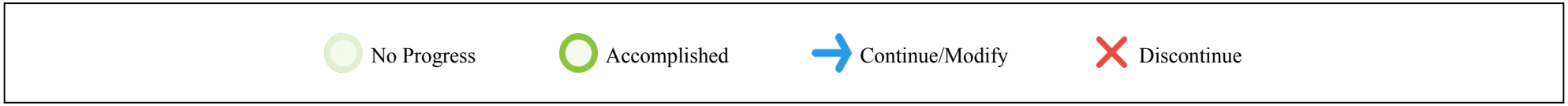
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Goal 2: Increase the percentage of 3rd grade students performing at the meets level or above on STAAR Reading from 32% in May 2026 to 48% by May 2030

Performance Objective 3: The percentage of second grade students that are meeting mid on grade level on the I-Ready reading Diagnostic assessment will increase from 25% to 50% by May 2026.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will participate in targeted tutoring based upon academic needs: Remediation, intervention and acceleration. Remediation-students 2 or more grade levels below Intervention-students 1 grade level below Acceleration-Students on or above grade level. **Strategy's Expected Result/Impact:** 50% of students performing at Approaches High in STAAR Reading will perform at Meets Level for STAAR Reading in Spring 2026. **Staff Responsible for Monitoring:** Teachers AF Assistant Principal **Title I:** 2.51 **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Substitutes will support teachers to participate in extended instructional planning to enhance the quality of preparendess for high quality first-teach instruction. **Strategy's Expected Result/Impact:** 50% of students perform on or above grade level for EOY iReady Reading **Staff Responsible for Monitoring:** Prinicpal AP Intervention Specialist ELAR/SLAR Teachers **Title I:** 2.51 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership				


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 3: Increase the percentage of 3rd grade students performing at the meets level or above on STAAR Math from 21% in May 2026 to 42% by May 2030

Performance Objective 1: Increase the percentage of kindergarten students that are meeting mid on grade level on the I-Ready math diagnostic assessment will from 43% to 50% by May 2027.

Evaluation Data Sources: The names of the partnerships.

Strategy 1 Details	Reviews			
Strategy 1: will develop at least three community partnerships during the 2025-2026 school year by reaching out to the community.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: improve the three lowest-rated areas identified in the previous year's Panorama survey, the campus will increase the average rating in each of those areas by 10% by the end of the current academic year. This will be achieved through the implementation of targeted professional development, weekly team-based professional learning communities (PLCs). **Strategy's Expected Result/Impact:** An increase in our panorama data. **Staff Responsible for Monitoring:** culture committee.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: share monthly newsletters and calendars with families. **Strategy's Expected Result/Impact:** More communication with families. **Staff Responsible for Monitoring:** Administrative assistant and Bi-lingual liaison.	Formative			Summative
	Nov	Jan	Mar	June

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Increase the percentage of 3rd grade students performing at the meets level or above on STAAR Math from 21% in May 2026 to 42% by May 2030

Performance Objective 2: Increase the percentage of first grade students that are meeting mid on grade level on the I-Ready math Diagnostic assessment will from 22% to 50% by May 2027..

Goal 3: Increase the percentage of 3rd grade students performing at the meets level or above on STAAR Math from 21% in May 2026 to 42% by May 2030

Performance Objective 3: Increase the percentage of second grade students that are meeting mid on grade level on the I-Ready math Diagnostic assessment will from 14% to 50% by May 2027.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Students will be exposed to CCMR weekly through college day, career and college presentations, interviews, schoollinks, and an annual career fair.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Students will be exposed to CCMR weekly through college day, career and college presentations, interviews, schoollinks, and an annual career fair.

State Compensatory

Budget for Cockrell Hill Elementary School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Personnel for Cockrell Hill Elementary School

Name	Position	FTE
Ebonie Davis	Academic Facilitator	1

Campus Improvement Committee

Committee Role	Name	Position
Staff	Cheryl Brookins	Counselor
Principal	Melvlyn Lowe	Principal
Parent	Kylah Johnson	Parent
Teacher	Lisa McMillian	Teacher
Staff	DeAndra Marshall	Nurse
Community	Ariel Bushell	Community
Partner	Ahmen Kamau	Business Partner
Teacher	Blanca Tovar	Bi-lingual Teacher
Teacher	LaMonica Jackson	Teacher
Non-classroom Professional	Ebonie Davis	Math Instructional Coach

Student Support Committee

Committee Role	Name	Position
member	Sissy Lowe	Principal
Chair	John Nobles	Restorative coordinator
member	Nicholas Johnson	Asst. Principal
Co-chair	LaMonica Jackson	Teacher
Co-chair	Janice Washington	Teacher
Co-chair	Cassandra Phillips	ISS Teacher
Co-chair	Maria Rodriquez	Teacher
Co-chair	Lisa McMillian	Teacher
Co-chair	Kelle Word	Teacher
Co-chair	Charlotte Williams	Teacher