

Goose Creek Consolidated Independent School District

Bonnie P. Hopper Primary

2019-2020 Campus Improvement Plan

Accountability Rating: D



Mission Statement

The mission of B. P. Hopper Primary School is to ensure the success of each student by providing a nurturing child-centered learning environment in which students gain a strong academic foundation.

Vision

Every student is achieving at his or her maximum potential in an engaging, inspiring, and challenging learning environment.

Value Statement

We will work collaboratively with families and the community to produce the conditions for learning to ensure the success of each student.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	6
School Processes & Programs	10
Perceptions	11
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	15
Goals	17
Goal 1: B.P. Hopper will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.	17
Goal 2: B.P. Hopper will provide a well-balanced and appropriate curriculum to all students.	19
Goal 3: B.P. Hopper, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.	20
Goal 4: B.P. Hopper will provide and maintain a safe, positive learning environment.	21
Goal 5: B.P. Hopper will recruit, develop, and retain highly effective personnel.	23
Goal 6: B.P. Hopper will establish and maintain parental and community partnerships in education to enhance student achievement.	24
Goal 7: B.P. Hopper will provide the technology infrastructure and tools to maximize student achievement.	26
Campus Instructional Leadership Team	27
Demographics Committee	28
Student Achievement Committee	29
School Processes and Programs Committee	30
Perception Committee	31
Campus Funding Summary	32

Comprehensive Needs Assessment

Demographics

Demographics Summary

The comprehensive needs assessment process was completed during April and May 2019 through the campus teams and the campus instructional leadership team. The following was acknowledge and determined:

- B. P. Hopper is one of sixteen elementary schools.
- B. P. Hopper serves grade levels from Pre-K to First Grade.
- Student population average was 498 students.
- Class size average- 18-20 students
- Self-contained in all grade levels

Students Demographics

TOTAL ENROLLMENT	498
African-American	7%
American Indian	.6%
Hispanic	60%
White	30%
Male	59%
Female	41%

Staff Demographics

- African-American and Hispanic % aligned with students
- White % higher that % of students

Demographics Strengths

Based on the data the following was determined:

- Class size- student numbers have remained constant throughout the 2018-2019 school year at 18-20 students.
- Staff has been steady- all positions filled. Retention rate is 86.6% by Count and 90% by FTE.

Problem Statements Identifying Demographics Needs

Problem Statement 1: B. P. Hopper Primary has been unable to meet the goal of 96% attendance per six weeks and/or yearly goal. **Root Cause:** Students with chronic, repeated absences continue to affect the overall attendance rate at B. P. Hopper. The school will continue to have the support of the Community Youth Specialist and the Attendance Assistant to assist with these students as well as to implement intervention plans and attendance incentives for all students.

Student Academic Achievement

Student Academic Achievement Summary

The comprehensive needs assessment process was completed during April and May 2019 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

After analyzing several different types of data (formative, summative and diagnostic) including CBAs, the Universal Screener, Guided Reading/DRA scores, CLI Engage (Pre-K), it has been determined that B. P. Hopper is continuing to grow overall. We have an abundance of strengths that allow us to ensure that all students are growing. These strengths include having the RtI program in place, intervention time built in teacher's daily schedules, an At-Risk Interventionist, part time tutors, a Campus Instructional Specialist and planning time and PLCs. An area of concern after analyzing our end of year screener data through the Renaissance Program is phonemic awareness.

End of Year CBA Data

Grade Level	Subject	% Passing
First Grade	Reading	90.22%
	Math	98%
Kindergarten	Math	90.2%
	Science	92%

2018-2019 Universal Screener Data

KINDERGARTEN

LEVEL	B.O.Y	M.O.Y	E.O.Y
At/Above	48 students	89 students	140 students
On Watch	24 students	34 students	19 students
Intervention	35 students	11 students	17 students
Urgent Intervention	36 students	14 students	15 students

LEVEL	B.O.Y	M.O.Y	E.O.Y
Number Tested	143/mainstream	148/mainstream	191 /bilingual and mainstream

FIRST GRADE

LEVEL	B.O.Y	M.O.Y	E.O.Y
At/Above	76 students	115 students	137 students
On Watch	30 students	30 students	26 students
Intervention	34 students	25 students	10 students
Urgent Intervention	40 students	16 students	17 students
Number Tested	180	186	190

- 113 STUDENTS TOOK THE STAR 360

END OF YEAR GUIDED READING LEVELS

KINDERGARTEN

PROGRAM	Level	# of students
MAINSTREAM	BELOW GUIDED READING LEVEL 4	20 students

PROGRAM	Level	# of students
	ABOVE GUIDED READING LEVEL 4	132 students
BILINGUAL	BELOW GUIDED READING LEVEL 4	6 students
	ABOVE GUIDED READING LEVEL 4	31 students

FIRST GRADE

	LEVEL	# OF STUDENTS
ALL FIRST GRADE STUDENTS	BELOW GUIDED READING LEVEL 14	55 students
	ABOVE GUIDED READING LEVEL 14	132 students

Student Academic Achievement Strengths

The data reports indicate the following:

- Percentage increase with CBA, Universal Screeners, Guided Reading and DRA levels.
- Vertical Alignment and PLCs.
- Fidelity interventions- targeting needs through the RtI process.

- Interventions built into schedule- Teachers assisting each other.
- Tutors for Kindergarten and First Grade students.
- Trained personnel
- At-Risk Interventionist and CIS support for students and teachers.
- Progress Monitoring Process in place.
- Organized academic system.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: An area of concern after analyzing the End of Year Universal Screener data through the Renaissance Program is phonemic awareness. **Root Cause:** Phonics program needs to be implemented with fidelity and continuously analyzed to support individual students' needs.

School Processes & Programs

School Processes & Programs Summary

The comprehensive needs assessment process was completed in April and May 2019 through the campus team and the campus instructional leadership team. The following was acknowledge and determined:

After reviewing the campus data, we found htat our campus is strong in terms of our instrucitonal plan, curriculum alignment, recruitment and retention of personnel, committees and organizational structures , along with effective administrative support. We also found that speech resources are limited.

School Processes & Programs Strengths

The data reports indicate the following strengths:

- PLCs- we meet regularly and disagagate data from CBAs and CFAs.
- We align our lesson plans to TEKS with rigor and relevance.
- District culrriculum is implemented with fidelity which can be seen through lesson plans that are turned in weekly.
- Data from District Curriculum drives instruction.
- Content and language objectives are found in lesson plans.
- Sentence stems are used to encourage vocabulary in ELLs and all classrooms.
- We look at data to compare how we perform with the rest of the district (sel-evaluation).

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The lack or an Artic lab on our campus during instructional time for student support in the speech room. **Root Cause:** We are a small primary campus with 56 students that have already qualified for speech services.

Perceptions

Perceptions Summary

The comprehensive needs assessment process was completed during April and May 2019 through the campus team and the campus instructional leadership team. The following was acknowledge and determined:

B. P. Hopper students and staff feel the environment at Hopper is safe, nurturing, and friendly. Our parents feel welcome and are invited to several events throughout the school year. We offer a variety of trainings, workshops, and fun events for parents and families to come together and be involved.

When comparing this year's in class incidents and office referrals (2018 August-2019 March)last year's incidents and referrals (2017-August- 2018 March) after the first three months of school, there has been a decrease each month.

Month 2017-2018	# of Incidents	Month 2018-2019	# of Incidents
August	0	August	1
September	20	September	21
October	18	October	23
November	30	November	19
December	26	December	6
January	28	January	20
February	45	February	30
March	43	March	23
April	62	April	20
May	27	May	15
Total	299	Total	178

Perceptions Strengths

The data reports indicate the following:

- The environment is inclusive. We have many opportunities for families to be involved.
- Great PBIS system in place.
- Data shows a decrease in incidents and referrals.
- We have several incentives in place to improve behavior and attendance.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: While this year's data shows a decrease in in-class and office referrals in relation to last year's data, there is room for improvement.

Root Cause: The decrease in our in-class and office referrals can be attributed to the positive school culture and climate. The PBIS system that is in place at the Tier I level is implemented school-wide. We have several incentives to improve behavior and attendance: In hopes of continuing the downward trend of decreasing in-class and office referrals for the 2019-2020 school year, the following Tier I interventions will be implemented: 1. Daily Mindful Minute and 2. Cool Down Bins in every classroom.

Priority Problem Statements

Problem Statement 2: B. P. Hopper Primary has been unable to meet the goal of 96% attendance per six weeks and/or yearly goal.

Root Cause 2: Students with chronic, repeated absences continue to affect the overall attendance rate at B. P. Hopper. The school will continue to have the support of the Community Youth Specialist and the Attendance Assistant to assist with these students as well as to implement intervention plans and attendance incentives for all students.

Problem Statement 2 Areas: Demographics

Problem Statement 3: An area of concern after analyzing the End of Year Universal Screener data through the Renaissance Program is phonemic awareness.

Root Cause 3: Phonics program needs to be implemented with fidelity and continuously analyzed to support individual students' needs.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: The lack of an Artic lab on our campus during instructional time for student support in the speech room.

Root Cause 4: We are a small primary campus with 56 students that have already qualified for speech services.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: While this year's data shows a decrease in in-class and office referrals in relation to last year's data, there is room for improvement.

Root Cause 5: The decrease in our in-class and office referrals can be attributed to the positive school culture and climate. The PBIS system that is in place at the Tier I level is implemented school-wide. We have several incentives to improve behavior and attendance: In hopes of continuing the downward trend of decreasing in-class and office referrals for the 2019-2020 school year, the following Tier I interventions will be implemented: 1. Daily Mindful Minute and 2. Cool Down Bins in every classroom.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- PBMAS data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

Revised/Approved: October 07, 2019




Goal 1: B.P. Hopper will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 1: Achieve 90% or mastery on grade level assessments and support Highlands Elementary on meeting or exceeding the state average on STAAR by all students.

Evaluation Data Source(s) 1: EOY Renaissance, Universal Screener, STAAR Scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Disaggregate and analyze test data and grade distributions to target specific objectives and determine areas of concern, including achievement discrepancies among various student groups.	2.4	Campus Administrators	90% of students at or above grade level according to CBA, Benchmark results, Guided Reading levels, TPRI, LAS and TELPAS scores for EL students by the end of May			
2) Use Campus Instructional Specialist, At-Risk Intervention Teacher and administrators to facilitate weekly Grade level (Collaborative Time) PLC pre-planning and planning sessions to target specific TEKS and objectives and implement plans for closing achievement gaps in the content areas.		Campus Administrators	90% of students at or above grade level according to CFAs at the end of each unit			
3) Chart students Guided Reading Levels and CBA results in data folder to track progress and make instructional adjustments as needed for at-risk students.	2.6	Teachers Campus Instructional Specialists Campus Administrators	Implementation of instructional interventions based on student needs			

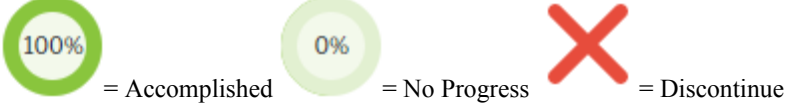
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
4) Provide specific resources, extra personnel, and extended instructional time to meet the needs of all students, including at-risk students. (Intervention time and during the day tutorials)	2.6	Campus Administrators	100% of students at or above grade level by the end of May			
Funding Sources: Coordination of Local and State Funds - 14000.00						
5) Provide coaching support for classroom teachers, especially teachers new to the profession, grade level, or content area.		Campus Administrators Campus Instructional Specialist Outside Consultant Bilingual Instructional Specialist	Teachers will show 90% student performance at or above grade level on CFAs and CBAs			
6) Utilize Vertical Teams with Hopper and Highlands Elementary and hold regular vertical alignment meetings and collaborative talks to focus on the needs of all students.	2.4	Campus Administrators HO/HE Campus Instructional Specialist HO/HE Teachers HO/HE Bilingual Instructional Specialists	Essential standards are determined as prerequisites for each grade level K-2. HO/HE CIS staff collaborative talks to analyze and maintain information between campuses regarding Essential Standards & Learning Targets to meet the academic needs of all 1st and 2nd grade students. 1st Grade Teachers and 2nd Grade Teachers will participate in observation rounds of guided reading that will facilitate understanding of the framework continuum. At-Risk Interventionist will continue to provide dyslexia services to the 2nd grade students for at least one semester/ one hour per week. HO Principal will conduct data talks with 2nd grade bilingual students and set up goals after every CBA based on their performance.			
 = Accomplished  = No Progress  = Discontinue						

Goal 2: B.P. Hopper will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 1: Provide staff members with information, materials, and the necessary training to ensure student success both academically and behaviorally.

Evaluation Data Source(s) 1: CBA's, Common Formative Assessments, Benchmarks, Renaissance 360, Universal Screener

Summative Evaluation 1:

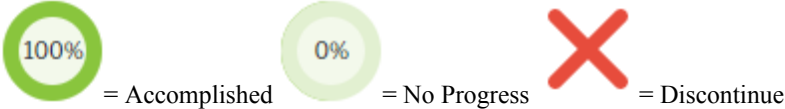
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Implement the Bilingual/ESL program so that ELLs progress one language proficiency level yearly and reach English attainment within 3-5 years.		Teachers Campus Administrators	90% of all Pre-K and Kindergarten students will progress at least one level of English language proficiency at the end of the school year on LAS. ALL first grade students will progress at least one language proficiency level on TELPAS			
	Funding Sources: Coordination of Local and State Funds - 300.00					
2) Implement the GATE program so that all GATE students are taught at their highest potential through accelerated instruction and achieve above grade level EOY Guided Reading and scores of 90% or better on EOY Math CBAs.		Campus Administrators Teachers	ALL GATE students will achieve above grade level EOY Guided Reading and or better on EOY Math CBAs			
	Funding Sources: Coordination of Local and State Funds - 200.00					
3) Implement the Unique Curriculum in PPCD and Life Skills Programs so that all Special Education students are taught in the least restrictive environment to improve learning outcomes.		Teachers Campus Administrators	90% of all Special Education Students will master their individualized goals at the end of the school year			
	Funding Sources: Coordination of Local and State Funds - 300.00					
4) Provide staff development as needed to address needs in core content areas, technology, at-risk students and target sub populations.	2.5	Campus Administrators	100% of teachers provide interventions during scheduled intervention time			
						

Goal 3: B.P. Hopper, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Ensure all B.P.Hopper students are enrolled in school and are present on a daily basis.

Evaluation Data Source(s) 1: Attendance Data, RaaWee records

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Promote 96 % or above attendance school-wide and incorporate incentive programs for students through PBIS and CATCH Frameworks.		Attendance Clerk Campus Student Success Specialist Campus Administrators Counselor Teachers PBIS CATCH Team	The targeted attendance percentage is 96% or above.			
2) Increase students' knowledge about college and career planning through activities that support and promote college and career readiness and awareness.		Campus Administrators Counselor Campus Student Success Specialist	Jr. Achievement presentations to all Kindergarten and First Grade students, various speakers and students' participation in research presentations College and Career parade			
3) Continue the use of administrators to help develop a plan for students who are missing class due to inappropriate behaviors in the classroom.		Campus Administrators	50% decrease of the number of Office Referrals per grade level as compared to the previous school year			
						

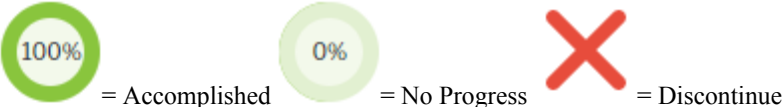
Goal 4: B.P. Hopper will provide and maintain a safe, positive learning environment.

Performance Objective 1: Provide a safe and healthy learning environment through utilizing the Focus Five-PBIS and CATCH models schoolwide as well as Olweus.

Evaluation Data Source(s) 1: Discipline Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Implement a Daily Mindful Minute to develop self-esteem and provide opportunities for self-growth and self-control for all students.		Campus Administrators Campus Student Success Specialist Teachers	50% reduction of the number of classroom disruptions.			
2) Utilize weekly guidance classes, special clinics to directly teach social skills and/or problem-solving situations with behaviors to help reduce discipline referrals and bullying incidents.		Counselor	Reduction in the number of discipline referrals			
3) Implement and organize a reward and incentive program for positive student behavior through PBIS to increase student citizenship and morale (Recognition of positive behavior using Gotcha Dollars, Get Your Gears during lunch, Grasshopper Rallies, Trophies from Specialty, Golden Grasshoppers, I noticed..., Acts of Kindness, and Student of the Month)		Campus Administrators Campus Student Success Specialist	Increase the number of positive office referrals. 50% reduction in the number of discipline referrals per grade level as compared to previous school year.			
4) Promote positive staff climate with a variety of incentives (Daily water and snack station at teacher's lounge, teacher weekly, monthly and yearly rewards such as special parking spot, jean coupons, gift cards and more, weekly Shout Outs, Breakfast on PLC days, Teacher Appreciation Week, PIE breakfast at the beginning and end of the year, Special Coupon Award, HOP Club incentives/activities, and teacher recognition at rallies).		Campus Administrators Campus Student Success Specialist	PLC Collaboration and support			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
5) 5. Incorporate Cool Down Bins in each classroom so that students de-escalate and cope with what they are feeling in a manner that is more conducive to the classroom environment.		Campus Administrators Counselor Teachers	50% reduction in the number of discipline referrals. Classroom management			
						

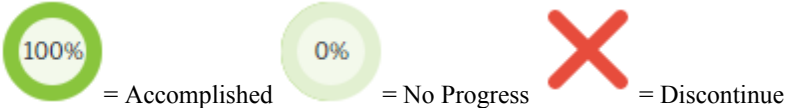
Goal 5: B.P. Hopper will recruit, develop, and retain highly effective personnel.

Performance Objective 1: All students will be taught by a teacher who has met the requirement of highly effective or state certification.

Evaluation Data Source(s) 1: Classroom rosters and teacher documentation

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Attend job fairs and recruit early from pool of highly effective teachers in core academic subject areas.		Campus Administrators	Staffing complete before the academic school year begins			
2) Assure all assignments and re-assignments are filled with highly effective staff.		Campus Administrators	All positions will be filled before the school year begins			
3) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.		Campus Administrators	Retention of new teachers			
4) Assess the staff development needs of those teachers not meeting highly effective standards and develop staff development growth plans.		Campus Administrators	Staff Development Needs Assessment Written Intervention plan			
5) Implement Teacher Intervention Plan for all non-highly effective teachers.		Campus Administrators	Intervention Plan on file and submitted to personnel within 6 weeks of hire			
6) Ensure campus personnel decision-makers are available during peak recruiting/hiring times.		Campus Administrators	Campus submits staffing assignments by June 30			
7) Encourage and solicit teachers to add subject area certifications with emphasis on ESL supplement.		Campus Administrators	Additional highly effective teachers with additional subject area certification			



100% = Accomplished
 0% = No Progress
 X = Discontinue




Goal 6: B.P. Hopper will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 1: B.P. Hopper will establish and maintain parent and community partnerships.

Evaluation Data Source(s) 1: Reports for parent sessions, volunteers, and parent teacher conferences

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.	3.1	Campus Administrators Campus Student Success Specialist	Greater parental participation and students' academic success			
2) The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.	3.2	Campus Administrators Campus Student Success Specialist	Increase the number of parents attendance			
Funding Sources: Coordination of Local, State, and Federal Funds - 500.00						
3) Continue offering parent volunteer training.		Campus Administrators Campus Student Success Specialist	Parents understanding of their roles as volunteers			
4) Continue to hold weekly Student Support Team meetings to assess family needs and provide support for parents to promote their child's education.		Campus Administrators Campus Student Success Specialist	100% compliance with scheduled meetings			

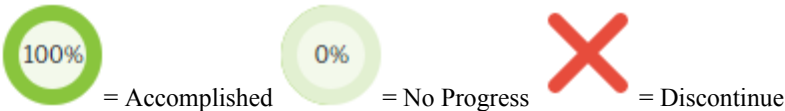
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
5) Utilize a variety of methods to communicate between school and home to support ongoing student success (newsletters, daily folders, School Messenger, Home Visits, Parent Conferences, Post Cards).		Campus Administrators Campus Student Success Specialist Teachers	By the end of May, 95% of all the parents had attended at least one parent/teacher conference			
6) Continue recruiting active parent and teacher members for PTO.		Campus Administrators Campus Student Success Specialist	Organization of various committees to support school activities/events			
7) Collaborate with community members and organizations to create and maintain partnerships to support students as life-long learners.		Campus Administrators Campus Student Success Specialist Counselor	Receive contributions from PTO and PIE (Highlands Lynchburg Chamber of Commerce) and attend the Organizations' meetings/sessions to guarantee incentives in order to continue promoting students' success (citizenship, attendance, good behavior, academic performance, etc)			
8) Create and promote PTO committees for parental involvement.		Campus Administrators Campus Student Success Specialist	Each committee in charge of supporting school activities/events			
9) Continue to implement the WATCH D.O.G.S. program to encourage the support of positive male role models.		Campus Administrators Campus Student Success Specialist	Continue promoting positive behavior and decrease the number of office referrals			
10) Provide instructional field trips and encourage parents' help and participation.		Campus Administrators Campus Student Success Specialist	Greater parental participation and students' academic success			
 = Accomplished  = No Progress  = Discontinue						

Goal 7: B.P. Hopper will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Maximize student achievement by utilizing and integrating available technology, software, and websites in order to develop appropriate lessons to introduce, practice, and/or reinforce TEKS.

Evaluation Data Source(s) 1: Reports for computer program usage, sign in sheets from training, walk throughs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Integrate technology into all content areas by using available resources (Renaissance, Fast Forward, Waterford, and Imagine Learning) in order to enhance the curriculum and reduce the achievement gap for at-risk students with assistance from district-provided staff.		Campus Administrators Teachers Campus Instructional Specialist Special Education Teacher	Increase student academic performance of the following groups: 1. Bilingual students 2. RTI targeted students 3. Special Education 4. Migrant Students			
2) Provide support to utilize Promethean boards, laptop carts, clickers, and associated technology for classrooms.		Teachers Campus Administrators	100% of teachers and students utilize technology to impact learning			
						

Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Maria Rosas	Principal
Classroom Teacher	Lushine Cormier	Pre-K Teacher
Non-classroom Professional	Bruce Cortez	Resource Teacher
Non-classroom Professional	Mindi Garzoria	Art Teacher
Non-classroom Professional	Melinda Trainer	P.E. Teacher
Classroom Teacher	Alexzandria Buckner	Kindergarten Teacher
Classroom Teacher	Amber Tanton	Kindergarten Teacher
Classroom Teacher	Alyssa Rodriguez	First Grade Teacher
Classroom Teacher	Crystal Mokhtari	First Grade Teacher
Parent	Alejandra Sanchez	Parent
Parent	Juana Rodriguez	Parent
Community Representative	Frances Reeves	Community Representative
Campus At-Risk Interventionist	Linda Leatherwood	At-Risk Interventionist
CIS	Kayla Johnson	CIS
Administrator	Kurt David	Assistant Principal
CSSS	Soledad Harding	CSSS
Non-classroom Professional	Nieketta Batiste	Counselor
District-level Professional	Becky Robins	Director of Curriculum and Instruction

Demographics Committee

Committee Role	Name	Position
Classroom Teacher	Jessica Turpen	Pre-K Teacher
Classroom Teacher	Andrea Dwyer	First Grade Teacher
Classroom Teacher	Donna Romero	Life Skills Teacher
Classroom Teacher	Sandra Cole	Kindergarten Bilingual Teacher
Non-classroom Professional	Mary Lindsey	P.E. Teacher
Classroom Teacher	Deborah Rorie	First Grade Teacher
Classroom Teacher	Crystal Mokhtari	First Grade Teacher
Classroom Teacher	Michelle Santibanez	Kindergarten Teacher
Paraprofessional	Sandra Rodriguez	Bilingual Teacher Aide
Parent	Erica Mondragon	Parent

Student Achievement Committee

Committee Role	Name	Position
Administrator	Maria Rosas	Principal
CIS	Kayla Johnson	CIS
Classroom Teacher	Rashida Bellard-Frank	Kindergarten Teacher
Classroom Teacher	Clarissa Castaneda	Kindergarten Teacher
Classroom Teacher	Barbi Witt	Pre-K Teacher
Classroom Teacher	Maria Diaz	First Grade Bilingual Teacher
Classroom Teacher	Jayme Cessna	First Grade GATE Teacher
Non-classroom Professional	Sandy Bocox	Music Teacher
Classroom Teacher	Lori Chartian	Kindergarten Teacher
Paraprofessional	Lori Adamson	Life Skills/Paraprofessional
Parent	Michelle Burguete	Parent

School Processes and Programs Committee

Committee Role	Name	Position
Campus At-Risk Interventionist	Linda Leatherwood	At-Risk Interventionist
CIS	Kayla Johnson	CIS
Classroom Teacher	Alyssa Rodriguez	First Grade Teacher
Classroom Teacher	Salvador Medellin	First Grade Bilingual Teacher
Classroom Teacher	Lalynda Clements	Kindergarten Teacher
Classroom Teacher	Claire Lucke	First Grade Teacher
Classroom Teacher	Alexzandria Buckner	Kindergarten Teacher
Classroom Teacher	Lushine Cormier	Pre-K Teacher
Classroom Teacher	Amber Tanton	Kindergarten Teacher
Classroom Teacher	Keren Keeney	First Grade Teacher
Paraprofessional	Felicia Aramburo	Pre-K Aide
Parent	Juana Rodriguez	Parent

Perception Commitee

Committee Role	Name	Position
Non-classroom Professional	Nieketta Batiste	Counselor
Non-classroom Professional	Soledad Harding	CSSS
Non-classroom Professional	Mindi Garzoria	Art Teacher
Non-classroom Professional	Melinda Trainer	P.E. Teacher
Classroom Teacher	Ofelia Wells	PPCD Teacher
Non-classroom Professional	Linda Willmann	Librarian
Classroom Teacher	Amy Paige	Kindergarten Teacher
Classroom Teacher	Jennifer Presnall	Kindergarten Teacher
Non-classroom Professional	Bruce Cortez	Resource Teacher
Classroom Teacher	Amanda Abonza	First Grade Teacher
Paraprofessional	Laura Andrade	ISS Clerk
Parent	Alejandra Sanchez	Parent

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2	Materials for parent academic sessions	Title I, Part A Funds	\$500.00
Sub-Total					\$500.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Payroll costs for tutors and supplemental intervention materials	SCE Funds	\$14,000.00
2	1	1	Supplemental instructional materials	Bilingual/ESL Funds	\$300.00
2	1	2	Supplemental instructional materials	GT Funds	\$200.00
2	1	3	Supplemental instructional materials	Special Education Funds	\$300.00
Sub-Total					\$14,800.00
Grand Total					\$15,300.00