

Goose Creek Consolidated Independent School District

Bonnie P. Hopper Primary

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard



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.

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Comprehensive Needs Assessment

Needs Assessment Overview

B. P. Hopper Primary is one of 16 elementary campuses in Goose Creek Consolidated Independent School District. Hopper Primary opened its doors in 1980 and serves predominantly low to middle class families. Hopper Primary serves 519 students in grades PK to 1st. We are a self-contained teaching model for PreK to 1st grade.

The student population is 8.29% African-American, 31.79% Anglo, 0.39% Asian, 57.23% Hispanic, 53.18% male and 46.82% female with a low socioeconomic status is 66.67%, which is a 2% increase from last year. Our Limited English Proficient student population is 23.89%. The staff population is 14% African-American, 60% Anglo, 25% Hispanic, 3% male and 97% female. 100% of Highly Qualified teachers and 100% of Highly Qualified paraprofessionals.

Demographics

Demographics Summary

B. P. Hopper is considered a Title I campus, which is made up of approximately 519 students; 46.82% females and 53.18% males. The majority of the students are Hispanic-Latino (57.23%), followed with White (31.79%), Black-African Americans (8.29%), and 1% amongst American Indian, Asian, and Native Hawaiian. Grade level ratios are as follows: EE 1.93%, Pre-Kindergarten 20.62%, Kindergarten 37.96%, and 1st Grade 39.5%. Special services provided by this campus include Special Education, with the top primary disabilities being speech impairment, non-categorical early childhood, intellectual disability and Autism. In addition, education programs offered at B. P. Hopper include Bilingual Education, English as a Second Language (ESL), Gifted and Talented as well as Special Education (SPED). Other pertinent information regarding Hopper's demographic include 305 (58.77%) of students are considered at-risk and 346 (66.67%) students are considered economically disadvantaged. Hopper's Limited English Proficient, or LEP students is 23.89% of the student population. That's approximately 124 students.

Demographics Strengths

Many factors determine the success of a campus. With the large amount of students at B. P. Hopper, attendance is of the utmost importance. B. P. Hopper have various incentives to motivate students to attend school. Some of those incentives include: daily duck incentives to classes who meet a certain attendance for the day, a weekly attendance motivator in which the class must collect the letters to word "here" and a check mark, as well as six weeks contests in which classes earn trophies, popcorn or cheese ball parties. All of these efforts are made to promote student attendance. In previous years, Hopper has not reached the attendance goal of 96%, although the campus has come very close: 2013-2014 (95.7%), 2014-2015 (95.5%), 2015-2016 (95.6%). However, due to the many incentives by Hopper Primary, this year's attendance has increased. As of data through the end of the 4th six weeks grading period of school year 2016-2017, Hopper averaged 96.1% in attendance. Another area in which Hopper has excelled this year is in Special Education. SPED population for mainstream classes has declined this year as well as PPCD students. Although the number has increased for the Life Skills class, sufficient staff has been provided to meet the needs of these students. Pre-Kindergarten has seen a dramatic increase in student population. With class enrollment reaching a borderline of 30 students, Hopper has hired 2 additional paraprofessionals to stay in compliance with district goals. This has enabled the needs of these students to be met as well. Hopper also plans to add a third Pre-Kindergarten teacher to help alleviate the overcrowding.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of students considered to be at-risk academically this year was 58.77%. **Root Cause:** The majority of these students did not attend Pre-Kindergarten or did not attend an accredited school/day care.

Student Achievement

Student Achievement Summary

Our Campus has sustained in the top 5 on CBA's compared to other campuses within the district. This is with the increase in standards for K and First Grades.

Student Achievement Strengths

- Data easily disaggregated through ISIP reports and Eduphoria.
- Growth in RTI students
- Able to compare campus to other campuses within the district
- Gains in SPED population through the use of Cogmed and Fast-Forward
- Growth for students in Bilingual Program in IPT and TELPAS
- Revisiting CBA data during PLC following test administration

School Culture and Climate

School Culture and Climate Summary

B. P. Hopper's faculty and staff developed, taught, implemented, and supported school-wide procedures to enhance positive behavior for both students and teachers. Student discipline has improved significantly at the campus level. Teachers actively collaborate during planning, school events, professional learning communities, and decision making to better our school's culture and climate.

School Culture and Climate Strengths

- Student discipline problems have decreased significantly
- Caring/supportive staff
- Meaningful school-wide discipline program
- Significant incentives/recognition programs for students

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The majority of the discipline referrals are about students in Tier 2 or 3 of the RTI interventions plan. **Root Cause:** Lack of training on how to support the students experiencing behavioral disorders.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

High principal turn-over rates continue to impact staff quality, recruitment and retention. The quality of teaching ability must be relearned by each new principal. Therefore, teachers who need support are not identified until mid-year.

Staff Quality, Recruitment, and Retention Strengths

We have multiple opportunities for teachers to collaborate, learn, and share. Principal and Assistant Principal tend to be happy and enjoy Hopper. However, they are not given the opportunity to stay on our campus.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In order to effectively obtain campus/district goals and objectives aimed towards targeting specific TEKS and objectives, the Campus Instructional Specialist, At Risk Interventionist, and campus administrators met with teachers during PLC days every six weeks to facilitate pre-planning and planning sessions. The RTI committee met every six weeks to analyze student success and interventions for closing the achievement gap. Teams met on a weekly basis for team planning.

Curriculum, Instruction, and Assessment Strengths

Hopper is great with documenting all of our data - (guided reading levels, ISIP scores, CBA scores, and CFA's) using spreadsheets, data walls, and Eduphoria. Teachers adjust their lesson according to the data.

Family and Community Involvement

Family and Community Involvement Summary

Hopper Primary faculty, staff, students, parents, and community have been very involved this year. Parent Involvement in Family Academic Nights, Watch D.O.G.S Program, PTO, and community support are the strengths in our Family and Community Involvement Program. All needs have been met and will continue implementing CIP goals as well as seeking more community resources.

Family and Community Involvement Strengths

Family and community members are involved in meaningful activities that support students' learning. Family Nights and other programs include: Math and Science, Reading and Writing, Little Sweetheart Dance, A.R. Night, Lee College Basketball Night, Title I Meeting, Grandparents Luncheon, Book Fair Night, Watch D.O.G.S Program, Bilingual Informative Night, ESL Classes and Nutrition Classes. In addition, the following community organizations actively support our goals : YMCA (backpacks- school supplies), Junior Achievement (College and Career Week- lessons for kinder and First Grades), PTO (organize fundraisers, school incentives, etc.), First Baptist Church (Backpack Buddies Program and distribution), Highlands United Methodist Church (house ESL classes), Food Bank (Backpack Buddies Program), PIE- Highlands- Lynchburg Chamber of Commerce and Home Depot (supplies for gardening program). Parents are also involved in ILT and LPAC.

School Context and Organization

School Context and Organization Summary

B. P. Hopper Primary strengths are planning, relaying information from meetings (district, campus, or team), and utilizing the information from RTI meetings, benchmarks, OSIs, CBAs, and CFAs to continue serving our students and help their academic improvement. Nevertheless, the weakness was administration turnover.

School Context and Organization Strengths

Goals, performance objectives and strategies and their expectations for formative and summative reviews are communicated through team meetings, PLCs and RTIs. In addition, campus meets in to analyze root causes by prioritizing data from ISIP, RTIs, Eduphoria scores recorded from benchmarks, OSIs, CFAs, Waterford and reading levels. Faculty meets every six weeks to create CFAs, analyse data and to plan for the following six weeks. In addition, PBIS implemented new systems (acts of kindness, golden grasshopper, H.O.P. Team, I noticed, HERE) which has helped reduce reportable behavior incidents.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: A school-wide systematic process to intervene based on student by standard, student by cause, and by need needs to be developed.

Root Cause: Team collaboration to assist with each students' needs and collective accountability for achieving results not well defined.

Technology

Technology Summary

Students are becoming more proficient at learning the basic parts of a computer/laptop/iPad and how to log in and find the symbaloo and databases. Teachers are using more technology in htier classrooms and will be able to access more next year by checking an iPad cart and individual laptops that are available. The iPad cart is specially helpful in allowing students to access eBooks. CTS only comes twice a week to serve our school. When technology does not work, CTS is not on campus every day to solve major and/or minor issues.

Technology Strengths

There are more opportunities for teacher training and every year the availability of equipment for teachers is increasing. Software for student and teacher use is being added frequently.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals






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 ISIP, Universal Screener, STAAR Scores

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2</p> <p>1) Disaggregate and analyze test data and grade distributions to target specific objectives and determine strengths from areas of concern, including achievement discrepancies among various student groups.</p>	1	Campus Administrators	90% of students at or above grade level according to CBA and Benchmark results and IPT and TELPAS scores for ELL students by the end of May.			
Problem Statements: Demographics 1						
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2</p> <p>2) Use Campus Instructional Specialist, At-Risk Intervention Teacher and administrators to facilitate six weeks PLC pre-planning and planning sessions to target specific TEKS and objectives and implement plans for closing achievement gaps in the content areas.</p>	3	Campus Administrators	90% of students at or above grade level according to CFAs at the end of each unit.			
<p style="text-align: center;">Critical Success Factors CSF 2</p> <p>3) Chart students Guided Reading Levels, CFAs and CBA results in data room to track progress and make instructional adjustments as needed.</p>		Teachers, Campus Instructional Specialists, Campus Administrators	Implementation of instructional interventions based on student needs.			

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Provide specific resources, extra personnel, and extended instructional time to meet the needs of all students, including at-risk students. (ALT time and during the day tutorials)</p>	9	Campus Administrators	90% of students at or above grade level by the end of May.			
<p>Problem Statements: Demographics 1 Funding Sources: Coordination of Local and State Funds - 12000.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>5) Provide coaching support for classroom teachers, especially teachers new to the profession, grade level, or content area.</p>	4	Campus Administrators	Teachers will show 90% student performance at or above grade level on CFAs.			
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6</p> <p>6) Utilize Vertical Teams with Hopper and Highlands Elementary and hold vertical alignment meetings each semester to focus on the needs of all students.</p>	8	Campus Administrators, Campus Instructional Specialist, and Teachers	Essential standards will be determined as prerequisites for each grade level.			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:






<p>Demographics</p>
<p>Problem Statement 1: The number of students considered to be at-risk academically this year was 58.77%. Root Cause 1: The majority of these students did not attend Pre-Kindergarten or did not attend an accredited school/day care.</p>

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, ISIP Scores, Universal Screener

Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Implement the Bilingual/ESL program so that ELLs progress one language proficiency level yearly and reach English attainment within 3-5 years.</p>	10	Teachers, Campus Administrators	Pre-K and Kindergarten students will progress at least one level of English language proficiency at the end of the school year on IPT. 90% of first grade students will progress at least one language proficiency level on TELPAS.			
Funding Sources: Coordination of Local and State Funds - 300.00						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>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 DRA and scores of 90% or better on EOY Math CBAs.</p>	2	Campus Administrators, Teachers	90% of GATE students will achieve above grade level EOY DRA and or better on EOY Math CBAs.			
Funding Sources: Coordination of Local and State Funds - 200.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Implement Special Education programs so that all Special Education students are taught in the least restrictive environment to improve learning outcomes.</p>		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						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>4) Provide staff development as needed to address needs in core content areas, technology, at-risk students and target sub populations.</p>		Campus Administrators	100% of teachers provide interventions during scheduled intervention time.			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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, A2A records

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 1</p> <p>1) Promote 96 % or above attendance school-wide and incorporate incentive programs for students and teachers through PBIS.</p>		Attendance Clerk, Campus Student Success Specialist, Campus Administrators, Counselor	The targeted attendance percentage is 96%.			
<p>Critical Success Factors CSF 1</p> <p>2) Increase students' knowledge about college and career planning through activities that support and promote college and career readiness and awareness.</p>	6	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.			
<p>Critical Success Factors CSF 1</p> <p>3) Continue the use of administrators to help develop a plan for students who are missing class due to inappropriate behaviors in the classroom.</p>		Campus Administrators	50% decrease of the number of Office Referrals 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 learning environment through utilizing the PBIS model schoolwide and Olweus.

Evaluation Data Source(s) 1: Discipline Reports

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 6</p> <p>1) Implement a reward and incentive program for positive student behavior through PBIS. Utilize Keystone curriculum daily to develop self-esteem and provide opportunities for self-growth for all students.</p>		Campus Administrators, Campus Student Success Specialist, Teachers	50% reduction in the number of discipline referrals as compared to previous school year.			
Problem Statements: School Culture and Climate 1						
<p>Critical Success Factors CSF 6</p> <p>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.</p>		Counselor	Reduction in the number of discipline referrals.			
<p>Critical Success Factors CSF 6</p> <p>3) Organize incentive and recognition programs to increase student citizenship and morale (Recognition of positive behavior using Gotcha Dollars, Get Your Gears during lunch, Grasshopper Rallies, Trophies from Specialty, Movies in Cafeteria, Golden Grasshoppers, I noticed..., Acts of Kindness, and Student of the Month</p>		Campus Administrators, Campus Student Success Specialist	Increase the number of positive office referrals.			
<p>Critical Success Factors CSF 6</p> <p>4) Promote positive staff morale with a variety of incentives (Teacher rewards such as special parking spot, jean coupons, monthly You Matter treats, weekly Shout Outs, Breakfast on PLC days, EOY special awards, Teacher Appreciation Week, PIE breakfast at the beginning and end of the year, and teacher recognition at rallies).</p>		Campus Administrators, Campus Student Success Specialist	PLC Collaboration and support.			

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: The majority of the discipline referrals are about students in Tier 2 or 3 of the RTI interventions plan. **Root Cause 1:** Lack of training on how to support the students experiencing behavioral disorders.






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

<p align="center">Critical Success Factors CSF 1</p> <p>7) Encourage and solicit teachers to add subject area certifications with emphasis on ESL supplement.</p>		Campus Administrators	Additional highly effective teachers with additional subject area certification			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Collaborate with community members and organizations to create and maintain partnerships to support students as life-long learners.	7	Campus Administrators, Campus Student Success Specialist, Counselor	Receive contributions from PTO and PIE to guarantee incentives in order to continue promoting students' success (citizenship, attendance, good behavior, academic performance, etc).			
<p>Critical Success Factors CSF 5</p> 2) Continue recruiting active parent and teacher members for PTO.	6	Campus Administrators, Campus Student Success Specialist	Organization of various committees to support school activities/events.			
<p>Critical Success Factors CSF 5</p> 3) 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).	6	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.			
<p>Critical Success Factors CSF 5</p> 4) Create and promote PTO committees for parental involvement.	6	Campus Administrators, Campus Student Success Specialist	Each committee in charge of supporting school activities/events.			
<p>Critical Success Factors CSF 5</p> 5) Continue offering parent volunteer training.	6	Campus Administrators, Campus Student Success Specialist	Parents understanding of their roles as volunteers.			
<p>Critical Success Factors CSF 5</p> 6) Coordinate and schedule parent workshops as needed.	6	Campus Administrators, Campus Student Success Specialist	Increase the number of parents attendance to workshops.			






7) Continue to hold weekly Student Support Team meetings to assess family needs and provide support for parents to promote their child's education.	10	Campus Administrators, Campus Student Success Specialist	100% compliance with scheduled meetings.			
Critical Success Factors CSF 5	6	Campus Administrators, Campus Student Success Specialist	Continue promoting positive behavior and decrease the number of office referrals.			
8) Continue to implement the WATCH D.O.G.S. program to encourage the support of positive male role models.						
Critical Success Factors CSF 5	6	Campus Administrators, Campus Student Success Specialist	Greater parental participation and students' academic success.			
9) Coordinate and schedule family engagements nights each semester.						
Critical Success Factors CSF 5	6	Campus Administrators and Campus Student Success Specialist	Greater parental participation and students' academic success.			
10) Provide instructional field trips and encourage parents' help and participation.						
 = Accomplished  = Considerable  = Some Progress  = 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Integrate technology into all content areas by using available resources (ISIP, Fast Forward, Cog.Med, 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.</p>	2	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			
<p>Critical Success Factors CSF 1</p> <p>2) Provide support to utilize Promethean boards, laptop carts, clickers, and associated technology for classrooms.</p>		Teachers Campus Administrators	100% of teachers and students utilize technology to impact learning.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	6	Utilize Vertical Teams with Hopper and Highlands Elementary and hold vertical alignment meetings each semester to focus on the needs of all students.

Student Achievement

Committee Role	Name	Position
Classroom Teacher	Denise Papillion	At-Risk Interventionist
Classroom Teacher	Nieketta Batiste	Teacher
Classroom Teacher	Lourdes Reyna	Bilingual Teacher
Classroom Teacher	Rashida Bellard-Frank	GATE Teacher

Demographics

Committee Role	Name	Position
Classroom Teacher	Jayne Cessna	GATE Teacher
Classroom Teacher	Andrea Dwyer	SPED Teacher
Classroom Teacher	Donna Romero	SPED Teacher
Classroom Teacher	Jessica Amezcua	Bilingual Pre-K Teacher

School Culture and Climate Committee

Committee Role	Name	Position
Non-classroom Professional	Mindi Garzoria	Art Teacher
Non-classroom Professional	Melinda Trainer	P.E. Teacher
Classroom Teacher	Ofelia Wells	PPCD Teacher
Administrator	Maria Rosas	Assistant Principal

Staff Quality, Recruitment and Retention Committee

Committee Role	Name	Position
Non-classroom Professional	Mary Lindsey	P.E. Teacher
Classroom Teacher	Deborah Rorie	Teacher
Classroom Teacher	Claire Lucke	Teacher
Classroom Teacher	Barbi Witt	Pre-K Teacher

Curriculum, Instruction and Assessment Committee

Committee Role	Name	Position
Classroom Teacher	Kayla Johnson	Teacher
Classroom Teacher	Maria Diaz	Bilingual Teacher
Non-classroom Professional	Tammy Felder	CIS
Classroom Teacher	Lalynda Clements	Teacher

Family and Community Involvement Committee

Committee Role	Name	Position
Classroom Teacher	Jennifer Weymouth	Teacher
Classroom Teacher	Amy Paige	Teacher
Classroom Teacher	Crystal Mokhtari	Teacher
Non-classroom Professional	Soledad Harding	CSSS

School Context and Organization Committee

Committee Role	Name	Position
Classroom Teacher	Michelle Santibanez	Teacher
Non-classroom Professional	Sandy Bocox	Music Teacher
Classroom Teacher	Tanya Sparks	Teacher
Non-classroom Professional	Melissa McHargue	Counselor

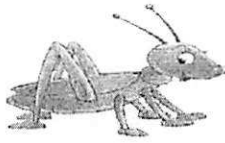
Technology

Committee Role	Name	Position
Classroom Teacher	Lori Chartian	Teacher
Non-classroom Professional	Suzanne Willmann	Librarian
Classroom Teacher	Salvador Medellin	Bilingual Teacher
Classroom Teacher	Amanda Abonza	Teacher
Classroom Teacher	Jonna Gilbreath	Teacher

Campus Funding Summary

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	\$12,000.00
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					\$12,800.00
Grand Total					\$12,800.00

Addendums



Hopper CNA Meeting Agenda
April 17, 2017

"Hop Higher Everyday In Everyway"

1. CNA Power Point Presentation
 - Process
 - Purpose
 - Team
 - 8 Focus Areas
2. Required Federal and State Program Evaluation
3. Questions to Consider
4. Determining areas of strengths and needs
5. Committee meetings and agendas
6. Data Documents
7. TEA Strategic Priorities and Enablers and Data Documents needed for Completing the Campus CNA



B. P. HOPPER PRIMARY

2016-2017 STAFF

Topic PLC

Date 4, 17, 17

(10) Office Staff

Principal: Loretta Salazar
 Asst. Principal: Maria Rosas
 FIG: Soledad Harding
 Counselor: Melissa McHargue
 Nurse: Norma Brindza
 Secretary: Paula Strouhal
 Attendance Clerk: Raedean Brown
 Receptionist: Laura Garcia
 LA CIS: Tammy Felder
 At Risk Interv.: Denise Papillion

(10) Para Professional

PK: Kelly Garcia
 Instr: Linda Gwaltney
 LS: Rosaura Loredo
 CTS: Georgina Bighorse
 PPCD: Diana Pantoja
 PK Bil: Sandra Rodriguez
 LS: Lori Adamson
 ISS: Jessica Saucedo
 PK: Felicia Aramburo
 LS: Alida Howard
 Brittney Lucas
 Kayla Perales

(3) Special Education

SPED: Andrea Dwyer
 PPCD: Ofelia Wells
 Life skills: Donna Romero

(5) Specialty

Music: Sandy Bocox
 Librarian: Suzanne Willmann
 Art: Mindi Garzoria
 P.E.: Katy Lindsey
 P.E.: Melinda Trainer

Custodians

Head: Carmen Martinez
 Maribel Segura
 Claudia Gonzalez

(2) Pre-Kinder

Jessica Amezcua
 Barbi Witt

(9) Kindergarten

Lourdes Reyna
 Lalynda Clements
 Rashida Bellard Frank
 Jonna Gilbreath
 Lori Chartian
 Amy Paige
 Tanya Sparks
 Sandra Cole
 Jennifer Weymouth

(9) First Grade

Amanda Abonza
 Michelle Santibanez
 Nieketta Batiste
 Jayme Cessna
 Maria Diaz
 Kayla Johnson
 Claire Lucke
 Salvador Medellin
 Crystal Mokhtari
 Deborah Rorie

Speech/Diag.

Speech: Brittany Washburn
 Diag: Angela Raithel
 Clerk: Susan Maris

Cafeteria

Manager:
 Francisca Moreno
 Veronica Rivera



**Comprehensive Needs Assessment
Committee Assignments 2017**

Group 1 – Demographics

*Amezcuea Dwyer Romero Cessna Cole

Group 2 – Student Achievement

*Papillion Batiste Bellard Frank Reyna

Group 3 – School Culture and Climate

*Rosas Garzoria Trainer Wells

Group 4 – Staff Quality, Recruitment and Retention

*Witt Lindsey Rorie Lucke

Group 5 – Curriculum, Instruction, and Assessment

*Felder Johnson Diaz Clements

Group 6 – Family and Community Engagement

*Harding Mokhtari Paige Weynouth

Group 7 – School Context and Organization

*McHargue Bocox Sparks Santibanez

Group 8 – Technology

*Willmann Medellin Gilbreath Chartian Abonza

*Group Leader

Campus: K.P. Hopper Primary

School Year: 2016-2017

Date Completed: 5/9/17

Program Evaluation for Gifted and Talented-Program Intent "21"

<p>Program Funding Amount for Current School Year:</p>	<p><u>Total \$132</u> Kindergarten received \$66 for instructional materials and teacher supplies. First received \$66 for Read and Succeed Completion, and Practice-Assess-Diagnose 180 Days of Reading</p>
<p>Specific Program Expenditures for the current school year (staff, materials, etc.)</p>	<p><u>Total \$230</u> Kindergarten \$130 1) Weather Project: Straws and connectors, building blocks, book 2) Owl Project: pellets, bags 3) Plant Project: gravel, sand, soil seeds 4) Ladybug Project: lady bugs 5) Butterflies: beans, pasta, plates First \$100 1) Miscellaneous materials/supplies to instruct students</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>Increased number of kinder and first grade students identified and placed into G.A.T.E. programs.</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>GT testing needs to include an eligibility requirement of a student being at an independent reading level <u>4</u> or <u>higher</u> to enter first grade G.A.T.E. program.</p>

Campus: Hopper

School Year: 2016-2017

Date Completed: 5-9-17

Program Evaluation for Special Education-Program Intent "23"		Romero Wells
Program Funding Amount for Current School Year:	\$84.00 each class	
Specific Program Expenditures for the current school year (staff, materials, etc.)	2 teachers, 4 para. Cart to organize monthly unique lessons Laminating sheets Card stock to print unique + visuals	
Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	Unique Curriculum Extra room	
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	Lower student/adult ratio to assist with behavior and students going to gen. ed. More sensory materials to form sensory room Time to plan/meet with paras Behavior Specialist that is knowledgeable about our kids and available to us.	

Campus: B. P. Hopper

School Year: 2016-2017

Date Completed: 5/15/17

Program Evaluation for Bilingual/ESL-Program Intent "25"

Program Funding Amount for Current School Year:	\$ 617.00 - from Bil. Dept. \$ 145.00 @ from Campus
Specific Program Expenditures for the current school year (staff, materials, etc.)	Tutor, Waterford in PK, Imagine Learning for all students, Estrellita, SIL, Math manipulatives, Instructional materials for stations
Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	<ul style="list-style-type: none">• IPT scores - higher this yr than last• Use of Imagine Learning - Increased vocabulary, comprehension skills & fluency• SIL - Reading levels increased• Estrellita - PK - learned sounds K - learned Alphabet + sounds
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	<p>Plan and implement an instructional program that ensures academic success for each child by continuing the use of SIL, Imagine Learning, Estrellita, and Tutor.</p> <ul style="list-style-type: none">• Keep Imagine Learning all yr. long. (1st Gr English) PK - K - Spanish

- Continue to Utilize Tutor
- More emphasis on Estrellita in PK.

Campus: Hopper

School Year: 2016-2017

Date Completed: 5/15/17

Program Evaluation for State Compensatory Education-Program Intent "24, 26, 28, and 30"	
Program Funding Amount for Current School Year:	
Specific Program Expenditures for the current school year (staff, materials, etc.)	Additional support from retired certified teachers/para (Allen + Lentz) to address the needs of the most at-risk students
Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	At risk students increased in their knowledge of letters + sounds in kinder.
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	Provide intervention instruction during small group time to close the existing performance gap between student scores and district/state/fed targets.

Campus: B.P Hopper

School Year: 2016-2017

Date Completed: 5-15/17

Program Evaluation for Parent Involvement Opportunities

Program Funding Amount for Current School Year:	
Specific Program Expenditures for the current school year (staff, materials, etc.)	<p>Staff - Family Involvement Coordinator</p> <p>Materials - Parent sessions - paper, pencils, crayons, glue, and other items depending on activities. \$450.00 Misc. Operating - refreshments and other materials/ supplies for engagement opportunities. \$300.00</p> <p>Contracted Services - Houston Museum of Natural Science. \$450.00</p>
Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	<p>① ESL Classes ② Volunteer Program ③ Family Reading/Writing Night ④ Family Math/Science Night ⑤ Watch D.O.G.S. Program ⑥ Little Sweetheart Dance ⑦ Texas Public School Week ⑧ Field Day ⑨ College and Career Week ⑩ Gardening Club.</p> <ul style="list-style-type: none"> ★ Increased # of parents participating in ESL classes/support for their children. ★ Build a stronger parent/student relationship and community involvement ★ Community + parental involvement participation
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	<ul style="list-style-type: none"> ★ Student engagement + community/parental unity ★ Promote college readiness + community participation (Jr Achievement Presenters) ★ Cultivate collaboration amongst students, discovery + community involvement. (Home Dept donation) <p>1. Continue supporting family + community engagement opportunities</p> <p>2. Seek more community resources to continue supporting students learning</p>

Campus: Hopper Primary

School Year: 2016-2017

Date Completed: May 3

Program Evaluation for Pre-Kindergarten-Program Intents "32-35"

<p>Program Funding Amount for Current School Year:</p>	<p>\$400 Instructional Funds Witt: 3.335 Grant Funds for all Pre-K classes depending on 1/2 or full day prog.</p>
<p>Specific Program Expenditures for the current school year (staff, materials, etc.)</p>	<p>Para-Professional 1:11 ratio for EC4 grant compliance 2 teachers - 3 paras</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>Waterford/Smart Start recieved 22 ipads CLI Engage Assessment/academic support (Oct 2016) Neuhaus Language Development Kits (2) DLM Curriculum + Resource Guide</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>additional ipads for class sizes 22+ * <u>ipad compatible headphones!</u> (at least 33-44) assistance w/ cli testing waves (3) - 45 min per child - Please do not pull pre-k paras for car duty before school → 22/28 4 year olds per 1 adult is not safe.</p>

* another ipad cart with 22 ipads + headphones for new prek section PLUS Smart Start, Neuhaus

B. P. HOPPER PRIMARY
2017-2018
Instructional Leadership Team

ILT

PreK/ SPED

Jessica Amezcua
Donna Romero

Kindergarten

Amy Paige
Lorie Chartian

First Grade

Jayne Cessna
Claire Lucke

Specialist

Mindi Garzoria
Melinda Trainer

Parent

Kelli Stockwell

Community Representative

Diana Walters

District Representative

Becky Robins

CORE TEAM

Soledad Harding
Cara Munn
Tammy Felder
Melissa McHargue
Denise Papillion
Maria Rosas

ILC

Representative- Claire Lucke

Alternate- Lorie Chartian