Goose Creek Consolidated Independent School District

Bonnie P. Hopper Primary

2016-2017 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 515 students in grades PK to 1st. Six years ago, 467 students were served by the campus, which is an increase 9.3%. We are a self-contained teaching model for PreK to 1st grade.

The student population is 8.16 % African-American, 31.84% Anglo, 0.39% Asian, 57.28% Hispanic, 53.59% male and 46.4% female with a low socioeconomic status is 64%. Our Limited English Proficient student population is 26%. The staff population is 13% African-American, 50% % Anglo, 37.5% Hispanic, 3% male and 97% female. 100% of Highly Qualified teachers and 100% of Highly Qualified paraprofessionals.

Demographics

Demographics Summary

- Hopper Primary is a diverse primary school. It is composed of 515 students. Some of the demographics include:
    - 46.4% Female
    - 53.59% Male%
    - 57.28% Hispanic
    - 31.84% White
    - 8.16% African American

Demographics Strengths

- Bilingual program early exit
- student/teacher ratio 22-1
- Bilingual/GT classes - highest attendance

Demographics Needs

- Need another PPCD Teacher and 1st grade Teacher due to enrollment increase
- Need to identify more Disadvantaged students for GT
- Need more ESL certified teachers to serve ESL students

Student Achievement

Student Achievement Summary

First grade reading showed a 20% increase from Kinder to First. Overall campus reading growth was 16% from the previous year.

Student Achievement Strengths

- Data easily disaggregated through ISIP reports and Eduphoria
- Able to compare campus to other campuses within the district
- Gains in SPED population (COG MED and FastForward)
- Growth for students in Bilingual Program (IPT and TELPAS)

Student Achievement Needs

- Revisit CBA data during PLC following test administration
- Continue programs that are showing great progress

School Culture and Climate

School Culture and Climate Summary

Parents provide a positive impact on several areas of their student's life including discipline and achievement. Student discipline has improved. Parental involvement has increased and is strong due to the FIC.

School Culture and Climate Strengths

- Parental involvement
- Student discipline has decreased
- Caring staff
- Increased communication with parents

School Culture and Climate Needs

- Teachers need to actively monitor their students in the hallways
- Teachers need to monitor playground more actively
- Weekly attendance recognition for individual students

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Our retention of rate is low for new teachers.   Projected numbers at the end of the school year play a major role on the constant loss of teachers. Nevertheless, new teachers are offered support from the mentor/buddy program, observations, feedback, and one on one conferences.

Staff Quality, Recruitment, and Retention Strengths

Strengths include the mentor program/buddy program, highly qualified teachers, emphasis on encouraging teachers to obtain their ESL certification and staff development opportunities.

Staff Quality, Recruitment, and Retention Needs

Low retention rate of highly qualified teachers, and having needs that are out of our control (ex. teachers are constantly being moved due to numbers and change in administration). Increase the number of ESL certified teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Faculty plans weekly with a strong focus on learning. Lesson plans are based on classroom and individual data to drive instruction.

Curriculum, Instruction, and Assessment Strengths

Documentation and analysis of all data (GR levels, ISIP scores, CBA scores, etc), using spreadsheets and Eduphoria. Teachers adjust according to these scores/data.

Curriculum, Instruction, and Assessment Needs

More training and staff development in new curriculum expectations (possibly during PLC days).

Family and Community Involvement

Family and Community Involvement Summary

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. All needs have been met. 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, Lee College Basketball Night, Title I Meeting, Grandparents Luncheon, Book Fair Night, Watch D.O.G.S Program, 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.

Family and Community Involvement Needs

Seek more community resources to continue supporting students' learning.

School Context and Organization

School Context and Organization Summary

Strengths in our planning, relaying information from meetings (District, Campus, or Team). We took information from RTI, meetings, benchmarks, and CBAs.   Our weakness was to lessen district or discipline referrals. We had a lot of repeat offenders. Another weakness was we did not relay information through vertical alignments.

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, CBAs, OSI, and Reading Levels. Analysis of progress and implementation of selected strategies to help ensure improving student achievement are a continuum during the common time for weekly planning or PLC for each grade level. Everyone contributes and maps out questions and lessons according to their class and situation.

School Context and Organization Needs

- Discipline referrals need to be addressed faster
- Lack of vertical team meetings.

Technology

Technology Summary

Students are getting more proficient at learning the basic parts of the computer, how to log in, and finding symbaloo and databases. The technology that teachers have to enhance and improve lessons is very valuable.

Technology Strengths

- Opportunities for teacher training
- Availability of equipment for teachers
- Abundance of student software

Technology Needs

- More individual computers for students - each class currently has 2
- Batteries for clickers
- CTS needs to be on campus daily-currently we have her 2X a week
- Toner and ink for printers
- Remote control for promethean boards

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

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) 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

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.

Summative Evaluation: EOY ISIP, Universal Screener, STAAR Scores

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 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.	1	Campus Administrators, Campus Instructional Specialists, At-Risk Interventionist, Teachers	EOY ISIP Universal Screener Running Records CBAs TELPAS IPT Cog Med FastForward			
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 2) Use Campus Instructional Specialist, At-Risk Interventionist and administrators to facilitate weekly PLC pre-planning and planning sessions to target specific TEKS and objectives and implement plans for closing achievement gaps in the content areas with an emphasis on writing.	3	Teachers, At-Risk Interventionist, Campus Instructional Specialists, Campus Administrators	EOY ISIP Universal Screener Running Records CBA's Writing Portfolios Subject Journals			
Critical Success Factors CSF 2 3) Chart students Guided Reading Levels each six weeks in data room to track progress and make instructional adjustments as needed.		Teachers, Campus Instructional Specialists, Campus Administrators	Charts			

State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 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)	9	Bilingual Instructional Specialist, At-Risk Interventionist, Campus Administrators, Campus Instructional Specialist.	Lesson plans, Charts, Coaching Forms, tutorial data from extra retired personnel. Coordination of local, state, and federal funds			
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 3 CSF 7 5) Provide coaching support for classroom teachers, especially teachers new to the profession, grade level, or content area.	4	Bilingual Instructional Specialists, Campus Administrators, Campus Instructional Specialist, At-Risk Interventionist	Walkthroughs, Coaching Classroom Feedback Forms			
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 6 6) Use Vertical Teams with Highlands Elementary to ensure teachers understand and implement the TEKs with a focus on White, AA, Migrant, Special Ed., ELL and Economically Disadvantaged groups.		Campus Administrators, Campus Instructional Specialist	T-TESS observations, Lesson Plans, vertical team agenda and minutes			

✓ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = 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.

Summative Evaluation: CBA's, Common Formative Assessments, Benchmarks, ISIP Scores, Universal Screener

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 1) Implement the Bilingual/ESL program so that ELLs progress one language proficiency level yearly and reach English attainment within 3-5 years.	10	Bilingual Instructional Specialist, Teachers, Campus Administrators	TELPAS scores IPT scores			
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 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.	2	Campus Administrators, Teachers	Lesson plans EOY Math and Reading Scores EOY DRA levels			
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 4 3) Implement Special Education programs so that all Special Education students are taught in the least restrictive environment to improve learning outcomes.		Teachers, Campus Administrators	Annual IEP Meetings and mastering annual goals			
State System Safeguard Strategy **Federal System Safeguard Strategy** 4) Utilize Vertical Teams with Hopper and Highlands Elementary and hold vertical alignment meetings each semester to focus on the needs of all students.	8	Campus Administrators, Instructional Specialist, At-Risk Interventionist, FIC	Sign in sheets, Agendas, and Minutes			

State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 5) Provide staff development to address needs in core content areas, technology, at-risk students and target sub populations.	Campus Administrators	Sign in sheets

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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.

Summative Evaluation: Attendance Data, A2A records

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
Federal System Safeguard Strategy **Critical Success Factors** CSF 1 1) Promote 96 % or above attendance school-wide and incorporate incentive programs for students and teachers through PBIS.		Attendance Clerk, Family Involvement Coordinator, Campus Administrators, Counselor	Attendance Data (A2A) and SST minutes. Weekly announcement log, trophy winners, bike give away			
Critical Success Factors CSF 1 2) Increase students' knowledge about college and career planning through activities that support and promote college and career readiness and awareness.	6	Campus Administrators, Counselor, Family Involvement Coordinator	Agendas, college and career week activities, 21st Century Workforce, Junior Achievement, and community speakers.			
Critical Success Factors CSF 1 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	Decrease Office Referrals			
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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.

Summative Evaluation: Reduction in Discipline Referrals

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	**Feb**	**June**
Critical Success Factors CSF 6 1) Implement a reward and incentive program for positive student behavior. Utilize Keystone curriculum daily to develop self-esteem and provide opportunities for self-growth for all students.		Campus Administrators, Family Involvement Coordinator, Teachers	Continued recognition of positive behavior Gotcha Dollars, Wocket in the Pocket during lunch, Grasshopper Rallies, Trophies from Specialty, Movies in Cafeteria			
Funding Sources: Local - $500.00						
Critical Success Factors CSF 6 2) Utilize weekly guidance classes to directly teach conflict resolution and problem-solving to help reduce discipline referrals and bullying incidents.		Counselor	Reduce discipline referrals			
Federal System Safeguard Strategy **Critical Success Factors** CSF 6 3) Organize incentive and recognition programs to increase student citizenship and morale.		Campus Administrators, Family Involvement Coordinator	Grasshopper Rallies			
Funding Sources: Local - $500.00						
Critical Success Factors CSF 6 4) Promote positive staff morale with a variety of incentives.		Campus Administrators, Family Involvement Coordinator	Teacher rewards such as special parking spot, jean coupons, EOY special awards, birthday cake, Teacher Appreciation Week, PIE breakfast at the beginning and end of the year, and teacher recognition at rallies.			
Funding Sources: Local - $500.00						
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Goal 5: B.P. Hopper will recruit, develop, and retain highly qualified and highly effective personnel.

Performance Objective 1: All students will be taught by a teacher who has met the requirement as Highly Qualified (HQ) or state certified of NCLB rules do not apply.

Summative Evaluation: Classroom rosters and teacher documentation

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
Critical Success Factors CSF 1 1) Attend job fairs and recruit early from pool of Highly Qualified teachers in core academic subject areas.	5	Campus Administrators	Job Fair Report			
Critical Success Factors CSF 1 2) Assure all assignments and re-assignments are filled with Highly Qualified staff.	5	Campus Administrators	Master Schedule			
Critical Success Factors CSF 1 3) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.	3	Campus Administrators	Minutes			
Critical Success Factors CSF 1 4) Assess the staff development needs of those teachers not meeting HQ standards and develop staff development growth plans.	4	Campus Administrators	Staff Development and Needs assessment Written HQ Intervention plan			
Critical Success Factors CSF 1 5) Implement a HQ Teacher Intervention Plan for all non-HQ teachers.	4	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.	4	Campus Administrators	Campus submits staffing assignments by June 30			
State System Safeguard Strategy **Federal System Safeguard Strategy** **Critical Success Factors** CSF 1 7) Encourage and solicit teachers to add subject area certifications with emphasis on ESL supplement.		Campus Administrators	Additional HQ teacher with additional subject area certification			
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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.

Summative Evaluation: Maintain 90% of parents attending parent sessions, volunteers, and parent teacher conferences

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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, Family Involvement Coordinator, Counselor	Sign in sheets			
Critical Success Factors CSF 5 2) Continue recruiting active parent and teacher members for PTO.	6	Campus Administrators, Family Involvement Coordinator	Sign in sheets, Membership Reports			
Critical Success Factors CSF 5 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, Family Involvement Coordinator, Teachers	Parent/teacher surveys, Contact Logs, Post Cards Newsletters			
Critical Success Factors CSF 5 4) Create and promote PTO committees for parental involvement.	6	Campus Administrators, Family Involvement Coordinator	Sign In sheets, Membership Reports			
Critical Success Factors CSF 5 5) Continue offering parent volunteer training.	6	Campus Administrators, Family Involvement Coordinator	Sign in sheets			
Critical Success Factors CSF 5 6) Coordinate and schedule parent workshops as needed.	6	Campus Administrators, Family Involvement Coordinator	Sign In sheets Coordination of local, state, and federal funds			
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, Family Involvement Coordinator	Contact Log, Monthly Reports Coordination of local, state, and federal funds			

Critical Success Factors CSF 5 8) Continue to implement the WATCH D.O.G.S. program to encourage the support of positive male role models.	6	Campus Administrators, Family Involvement Coordinator	End of Day Survey		
Critical Success Factors CSF 5 9) Coordinate and schedule family engagements nights each semester.	6	Campus Administrators, Family Involvement Coordinator	Sign in sheets Coordination of local, state, and federal funds		
Critical Success Factors CSF 5 10) Provide instructional field trips and encourage parents' help and participation.	6	Campus Administrators and FIC	Sign in sheets		
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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 to developmentally appropriate lessons to introduce, practice, and/or reinforce TEKS.

Summative Evaluation: Increase use of computer programs, sign in sheets from training, walk throughs

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
Critical Success Factors CSF 1 CSF 4 1) Integrate technology into all content areas by using available resources (Myon, iStation, 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.	2	Campus Administrators, Teachers, Campus Instructional Specialist, Special Education Teacher	CBAs, Istation, Imagine Learning, and Waterford reports			
Critical Success Factors CSF 1 2) Provide support to utilize Promethean boards, laptop carts, clickers, and associated technology for classrooms.		Teachers, Technology Integration Specialist, Campus Administrators	Classroom observations			
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State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	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.
1	1	2	Use Campus Instructional Specialist, At-Risk Interventionist and administrators to facilitate weekly PLC pre-planning and planning sessions to target specific TEKS and objectives and implement plans for closing achievement gaps in the content areas with an emphasis on writing.
1	1	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)
1	1	5	Provide coaching support for classroom teachers, especially teachers new to the profession, grade level, or content area.
1	1	6	Use Vertical Teams with Highlands Elementary to ensure teachers understand and implement the TEKs with a focus on White, AA, Migrant, Special Ed., ELL and Economically Disadvantaged groups.
2	1	1	Implement the Bilingual/ESL program so that ELLs progress one language proficiency level yearly and reach English attainment within 3-5 years.
2	1	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.
2	1	3	Implement Special Education programs so that all Special Education students are taught in the least restrictive environment to improve learning outcomes.
2	1	4	Utilize Vertical Teams with Hopper and Highlands Elementary and hold vertical alignment meetings each semester to focus on the needs of all students.
2	1	5	Provide staff development to address needs in core content areas, technology, at-risk students and target sub populations.
5	1	7	Encourage and solicit teachers to add subject area certifications with emphasis on ESL supplement.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	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.
1	1	2	Use Campus Instructional Specialist, At-Risk Interventionist and administrators to facilitate weekly PLC pre-planning and planning sessions to target specific TEKS and objectives and implement plans for closing achievement gaps in the content areas with an emphasis on writing.
1	1	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)
1	1	5	Provide coaching support for classroom teachers, especially teachers new to the profession, grade level, or content area.
1	1	6	Use Vertical Teams with Highlands Elementary to ensure teachers understand and implement the TEKs with a focus on White, AA, Migrant, Special Ed., ELL and Economically Disadvantaged groups.
2	1	1	Implement the Bilingual/ESL program so that ELLs progress one language proficiency level yearly and reach English attainment within 3-5 years.
2	1	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.
2	1	3	Implement Special Education programs so that all Special Education students are taught in the least restrictive environment to improve learning outcomes.
2	1	4	Utilize Vertical Teams with Hopper and Highlands Elementary and hold vertical alignment meetings each semester to focus on the needs of all students.
2	1	5	Provide staff development to address needs in core content areas, technology, at-risk students and target sub populations.
3	1	1	Promote 96 % or above attendance school-wide and incorporate incentive programs for students and teachers through PBIS.
4	1	3	Organize incentive and recognition programs to increase student citizenship and morale.
5	1	7	Encourage and solicit teachers to add subject area certifications with emphasis on ESL supplement.

2016-2017 Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Loretta Salazar	Principal
Administrator	Maria Rosas	Assistant Principal
Classroom Teacher	Jayme Cessna	1st Grade GT Teacher
Classroom Teacher	Mindi Garzoria	Art Teacher
Classroom Teacher	Claire Lucke	1st Grade Teacher
Classroom Teacher	Amy Paige	Kinder Teacher
Classroom Teacher	Melinda Trainer	PE Teacher
Classroom Teacher	Jennifer Weymouth	Kinder Teacher
Classroom Teacher	Barbi Witt	Pre-K Teacher
Community Representative	Yvonne Silva	PIE Representative
Non-classroom Professional	Andrea Dwyer	SPED
Non-classroom Professional	Tammy Felder	Campus Instructional Specialist
Non-classroom Professional	Melissa McHargue	Counselor
Non-classroom Professional	Denise Papillion	At Risk Interventionist
Parent	Brittney Lucas	PTO President