

Victoria Independent School District
Hopkins Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Academic Growth



Mission Statement

Our mission at Hopkins Elementary is to provide a rigorous, relevant curriculum that will lead to positive, confident and productive learners.

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Comprehensive Needs Assessment

Revised/Approved: May 08, 2018

Demographics

Demographics Summary

Hopkins Elementary, a Title 1 bilingual campus, services students in grades prekindergarten through fifth grade. The average enrollment varies between 470-500 students. Hopkins Elementary services 116 bilingual students and 14 ESL students. Presently, there are 41 students who receive Special Education Services, some of which are Speech only, and 7 students who are in the referral process. There are 30 students in the 504 program who receive classroom accommodations and/or modifications. There are 73 students in the RtI process, 19 of which are in the initial process. 89% of our students receive free lunch and 6% of our students receive reduced lunch totaling 95% of our student population receiving either free and/or reduced lunch.

Demographics Strengths

The faculty and staff at Hopkins Elementary are cognizant of their student's needs and provide families with multiple resources when identified as needing financial assistance and/or health and wellness assistance. The campus is resource rich, there are many instructional resources, leveled readers and available technology for the teachers to utilize to ensure student success and to assist in identifying struggling students.

Student Academic Achievement

Student Academic Achievement Summary

69% of 3rd - 5th grade students approached grade level, 36% met standard, and 14% mastered grade level on the 2018 Math STAAR. 62% of 3rd-5th grade students approached grade level, 28 % met standard, and 13% mastered grade level on the 2018 Reading STAAR. When compared to prior 4th grade data, the current fifth grades students showed a 26% growth in students who met standard on the Math STAAR and a 27 % growth in students who approached grade level on the Reading STAAR. 49% of 4th grade students approached grade level, 29% met standard, and 6% mastered grade level on the 2018 Writing STAAR. 72% of 5th grade students approached grade level, 22% met standard, and 6% mastered grade level on the 2018 Science STAAR.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: According to End of Year I station and Screener data, 47.37% of 3rd – 5th Grade students are reading on grade level. **Root Cause:** There is lack of foundational reading skills being taught and internalized across all grade levels.

Problem Statement 2: According to End of Year I station and Screener data, 42.9% of PK – 2nd Grade students are reading on grade level (For PK/K, this includes letter and sound recognition). **Root Cause:** There is lack of foundational phonics and reading skills being taught and internalized across all grade levels.

Problem Statement 3: 46.01% of 3rd- 5th grade students are meeting grade level expectations for Math computation. **Root Cause:** There is lack of foundational math skills being taught and consistently practices across all grade levels

Problem Statement 4: 60% of 4th and 5th Grade Special Education Students made one year or more of growth on the 2017-18 Math and Reading STAAR. **Root Cause:** Historically, Hopkins Special Education population have made less progress than their grade level peers due to lack of refinement and closing gaps.

School Processes & Programs

School Processes & Programs Summary

Hopkins Elementary has a staff of 74 including: one PPCD teacher, two SPED teachers, three prekindergarten teachers, four kindergarten teachers, four 1st grade teachers, four 2nd grade teachers, four 3rd grade teachers, four 4th grade teachers and four 5th grade teachers including a Science only teacher. Each grade level has a certified ESL, GT, and bilingual teacher, the average student teacher ratio is 22:1. Grade levels 4th and 5th are departmentalized. Hopkins Elementary also houses the Mentor Connect program, formerly known as H.O.S.T.S., the Mentor Connect program assist students in first and second grade. There are two three- hour reading teachers who assist in grades kindergarten through fifth grade and an ELAR and S.S. Instructional Coach and Math and Science Instructional Coach.

School Processes & Programs Strengths

Hopkins Elementary has one bilingual classroom, one GT and one ESL certified teacher at every grade level. Teachers are provided two days a week to plan and review data: one planning day and one PLC day. Teachers are provided Hopkins Handbook, a resource which houses processes, procedures, campus and district non-negotiables and curriculum information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: During the 2017-18 school year, Hopkins Elementary had an attendance average of 95.4% **Root Cause:** Generally, a percentage of Hopkins families fail to see the importance of regular school attendance and participation, and do not feel comfortable reaching out to the school for assistance.

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

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- At-Risk population, including performance, progress, discipline, attendance, and mobility

Student Data: Behavior and Other Indicators

- Attendance data

Annual Goals

Annual Goal 1: By the end of the 2018-19 academic school year, 45% of 3rd -5th grade students will meet or exceed grade level expectations for the 2019 STAAR Reading Assessment.

Quarterly Goal 1: By the end of the 1st Quarter, 100% of classrooms will be utilizing guided reading with differentiated small group instruction. Lessons will be differentiated based on student needs and independent reading levels in order to close gaps and ensure growth for every student.


Quarterly Review 1: Met Quarterly Goal










Quarterly Goal 2: By the end of the 2nd Quarter, 42% of 3rd -5th grade students will MEET or exceed STAAR expectations on their Reading CBA.

Quarterly Goal 3: By the end of the 3rd Quarter, 44% of 3rd -5th grade students will MEET or exceed STAAR expectations on their Reading District Benchmark.

Quarterly Goal 4: By the end of the 4th Quarter, 45% of 3rd -5th grade students will MEET or exceed STAAR expectations on their Reading STAAR Assessment.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4</p> <p>1) Implementation of Daily 5 structure during English Language Arts and Reading in grades K-5. Teachers will utilize the following five components: Read to Self, Read to Someone (Creation of Classroom Library), Listen to Reading (CARBO Reading Program), Work on Writing (Writing Academy) and Word Work (Neuhaus).</p>		Instructional staff in grades K-5th	Students will increase reading comprehension, fluency, and stamina which will aid in closing gaps and increase student ability to read independently on grade level.				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 199 - Local Funds - 0.00, 211 - Title I, Part A - 500.00</p>							

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4 AIM 7</p> <p>2) Utilize VBEC Program, Victoria Business and Education Coalition, to mentor and tutor first and second grade students. The students are identified through the Istation program. The mentors and tutors from the community assist students in building their reading skills.</p>		VBEC Teacher and VBEC Paraprofessional	Students will increase reading comprehension, fluency, and stamina which will aid in closing gaps and increase student ability to read independently on grade level.				
	<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 211 - Title I, Part A - 500.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4</p> <p>3) Utilize the Accelerated Reader program and STAR Assessments during the BOY, MOY, and EOY. Students are provided their quarter goals through the A.R. program, once a student has met their goal with an 85% passing average they are awarded an incentive.</p>		Instructional Staff, Librarian, ELAR Instructional Coach	Students will increase reading comprehension, fluency, and stamina which will aid in closing gaps and increase student ability to read independently on grade level.				
	<p>Problem Statements: Student Academic Achievement 2</p> <p>Funding Sources: 211 - Title I, Part A - 5000.00</p>						
<p>4) Use of Mentoring Minds Resources, which are STAAR aligned for grade levels 2nd-5th. Teachers will use these resources to supplement their Tier 1 Instruction to ensure that we are meeting the rigor of the TEKS.</p>	2.4, 2.6	Classroom Teachers ICs	Students will be given the opportunity to see the TEKS in multiple ways, while meeting the rigor of state standards through engaging instruction and activities.				
	<p>Problem Statements: Student Academic Achievement 1, 3</p> <p>Funding Sources: 211 - Title I, Part A - 15000.00</p>						
<p> = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue</p>							

Quarterly Goal 1 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: According to End of Year I station and Screener data, 47.37% of 3rd – 5th Grade students are reading on grade level. Root Cause 1: There is lack of foundational reading skills being taught and internalized across all grade levels.</p>
<p>Problem Statement 2: According to End of Year I station and Screener data, 42.9% of PK – 2nd Grade students are reading on grade level (For PK/K, this includes letter and sound recognition). Root Cause 2: There is lack of foundational phonics and reading skills being taught and internalized across all grade levels.</p>
<p>Problem Statement 3: 46.01% of 3rd- 5th grade students are meeting grade level expectations for Math computation. Root Cause 3: There is lack of foundational math skills being taught and consistently practices across all grade levels</p>

Annual Goal 2: By the end of the 2018-19 academic school year, 50% of Kindergarten -2nd grade students will be on Tier 1 in iStation.

Quarterly Goal 1: By the end of the 1st Quarter, 44% of Kindergarten -2nd grade students will be on Tier 1 in iStation.

Quarterly Review 1: Some progress made toward meeting Quarterly Goal







Quarterly Goal 2: By the end of the 2nd Quarter, 46% of Kindergarten -2nd grade students will be on Tier 1 in iStation.

Quarterly Goal 3: By the end of 3rd Quarter, 48% of Kindergarten -2nd grade students will be on Tier 1 in iStation.

Quarterly Goal 4: By the end of the 2018-19 academic school year, 50% of Kindergarten -2nd grade students will be on Tier 1 in iStation.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4</p> <p>1) Implementation of Daily 5 structure during English Language Arts and Reading in grades K-5. Teachers will utilize the following five components: Read to Self, Read to Someone (Creation of Classroom Library), Listen to Reading (CARBO Reading Program), Work on Writing (Writing Academy) and Word Work.</p>		Instructional staff in grades K-5th	Students will increase reading comprehension, fluency, and stamina which will aid in closing gaps and increase student ability to read independently on grade level.				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 199 - Local Funds - 0.00, 211 - Title I, Part A - 5000.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4 AIM 7</p> <p>2) Utilize VBEC Program, Victoria Business and Education Coalition, to mentor and tutor first and second grade students. The students are identified through the Istation program. The mentors and tutors from the community assist students in building their reading skills.</p>	2.4, 2.5, 2.6, 3.2	VBEC Teacher and VBEC Paraprofessional	Students will increase reading comprehension, fluency, and stamina which will aid in closing gaps and increase student ability to read independently on grade level.				
<p>Funding Sources: 211 - Title I, Part A - 0.00</p>							

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4</p> <p>3) Utilize the Accelerated Reader program and STAR Assessments during the BOY, MOY, and EOY. Students are provided their quarter goals through the A.R. program, once a student has met their goal with an 85% passing average they are awarded an incentive.</p>		Instructional Staff, Librarian, ELAR Instructional Coach	Students will increase reading comprehension, fluency, and stamina which will aid in closing gaps and increase student ability to read independently on grade level.				
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - Title I, Part A - 5000.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Quarterly Goal 1 Problem Statements:

<p>Student Academic Achievement</p>
<p>Problem Statement 1: According to End of Year I station and Screener data, 47.37% of 3rd – 5th Grade students are reading on grade level. Root Cause 1: There is lack of foundational reading skills being taught and internalized across all grade levels.</p>

Annual Goal 3: By the end of the 2018-19 academic school year, 52% of 3rd -5th grade students will MEET grade level expectations (25th percentile or above) in Math Computation.

Quarterly Goal 1: By the end of the 1st Quarter, 46% of 3rd -5th grade students will MEET grade level expectations (25th percentile or above) in Math Computation.



Quarterly Review 1: Exceeded Quarterly Goal

Quarterly Goal 2: By the end of the 2nd Quarter, 48% of 3rd -5th grade students will MEET grade level expectations (25th percentile or above) in Math Computation.

Quarterly Goal 3: By the end of the 3rd Quarter, 50% of 3rd -5th grade students will MEET grade level expectations (25th percentile or above) in Math Computation.

Quarterly Goal 4: By the end of the 2018-19 academic school year, 52% of 3rd -5th grade students will MEET grade level expectations (25th percentile or above) in Math Computation.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4</p> <p>1) Implementation of Daily 5 Math and Guided Math structure in grades K-5. Teachers will utilize the following five components: Math by myself, Math with Someone, Math Technology (AR Math Program), Math Writing (Problem Solving) and Math Facts (daily focus on math fact fluency) . Teachers will also attend Professional Development for Guided Math.</p>		Instructional staff in grades K-5th	Students will increase math problem solving abilities and fact fluency through daily practice and spiraling review.				
<p>Problem Statements: Student Academic Achievement 3 Funding Sources: 199 - Local Funds - 0.00, 211 - Title I, Part A - 4850.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4</p> <p>2) Utilize the Accelerated Reader MATH program and Think Through Math Program. Students who reach teacher set goals in these programs will be rewarded. In addition, Universal screeners for BOY, MOY, EOY will be used to monitor progress.</p>		Instructional Staff	Students will increase math problem solving abilities and fact fluency through daily practice and spiraling review.				
<p>Problem Statements: Student Academic Achievement 3 Funding Sources: 211 - Title I, Part A - 5000.00</p>							



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Quarterly Goal 1 Problem Statements:

Student Academic Achievement

Problem Statement 3: 46.01% of 3rd- 5th grade students are meeting grade level expectations for Math computation. **Root Cause 3:** There is lack of foundational math skills being taught and consistently practices across all grade levels

Annual Goal 4: By the end of the 2018-19 academic school year, 65% of 4th and 5th grade Special Education students will have made one year's growth/academic progress in the subject areas of reading and math on the 2018-19 STAAR.

Quarterly Goal 1: By the end of the 1st Quarter, 50% of 4th - 5th grade Special Education students will have made equivalent to one year's growth/academic progress (9 weeks worth of progress) in the subject areas of reading and/or math. (based on screener data and istation data)



Quarterly Review 1: Significant progress made toward meeting Quarterly Goal

Quarterly Goal 2: By the end of the 2nd Quarter, 55% of 4th - 5th grade Special Education students will have made equivalent to one year's growth/academic progress (18 weeks worth of progress) in the subject areas of reading and/or math. (based on screener data and istation data)

Quarterly Goal 3: By the end of the 3rd Quarter, 60% of 4th - 5th grade Special Education students will have made equivalent to one year's growth/academic progress (27 weeks worth of progress) in the subject areas of reading and/or math. (based on screener data and istation data)

Quarterly Goal 4: By the end of the 2018-19 academic school year, 65% of 4th - 5th grade Special Education students will have made equivalent to one year's growth/academic progress in the subject areas of reading and/or math. (based on screener data and istation data)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>Strategy Aims AIM 3 AIM 4 AIM 5</p> <p>1) Special Education teachers will attend Professional Development to better equip them with instructional practices to meet the needs of all special education students and close performance gaps.</p>	2.4, 2.6	Special Education Teachers, Instructional Coaches, Admin.	Teachers will have a better understanding of how to reach all children, ultimately leading to exponential student growth.				
Problem Statements: Student Academic Achievement 4							
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>Strategy Aims AIM 4 AIM 5 AIM 6</p> <p>2) Special Education Teachers will attend grade level PLCs in order to collaborate and plan for special education students. Within this time, teachers will focus on data analysis, backwards design, as well as individual student needs. Special Education teachers will make adjustments to general classroom instruction based on student needs in order to fill gaps. Teachers will communicate about best practices in order to achieve success for all.</p>	2.4, 2.6	Special Education Teachers, Instructional Coaches, Admin.	Teacher collaboration will lead to better instructional practices and intentional planning, ultimately yielding high success rates in all special education students.				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Quarterly Goal 1 Problem Statements:

Student Academic Achievement

Problem Statement 4: 60% of 4th and 5th Grade Special Education Students made one year or more of growth on the 2017-18 Math and Reading STAAR. **Root Cause 4:** Historically, Hopkins Special Education population have made less progress than their grade level peers due to lack of refinement and closing gaps.

Annual Goal 5: By the end of the 2018-19 School year, we will have an overall attendance average of 95%

Quarterly Goal 1: By the end of the 1st Quarter, Hopkins Elementary will have an overall attendance average of 95%.









Quarterly Review 1: Exceeded Quarterly Goal

Quarterly Goal 2: By the end of the 2nd Quarter, Hopkins Elementary will have an overall attendance average of 95%.

Quarterly Goal 3: By the end of the 3rd Quarter, Hopkins Elementary will have an overall attendance average of 95%.

Quarterly Goal 4: By the end of the 4th Quarter, Hopkins Elementary will have an overall attendance average of 95%.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 Strategy Aims AIM 1 AIM 2 AIM 4 1) Every classroom will participate in the "Classroom Attendance Challenge." In this challenge, Every teacher will be given a Visual that spells out the words "Perfect Attendance". Each day that the entire class is present, they will color in a letter. When all letters are filled, the class will receive an incentive and earn recognition via the morning announcements.	2.5, 2.6, 3.1	Classroom teachers Parent Liason	Students will want to be a part of their classroom team, and help by earning letters. This effort will lead to higher student attendance rates.				
Problem Statements: School Processes & Programs 1							
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 Strategy Aims AIM 1 AIM 2 AIM 4 AIM 6 AIM 7 2) Parent Outreach and Incentives - The Parent Liaison and Family Support Specialist will raise parent awareness and support them through daily phone calls home for absent students, and frequent home visits for students and families with multiple absenteeism. In addition, incentives for parents will be offered to those who get their children to school on time. (gift cards, treats...etc).	3.1	Parent Liaison Family Support Specialist	Families will be aware of attendance expectations and goals, held accountable, and acknowledged for their hard work. As a result, Student attendance will rise.				
Funding Sources: 211 - Title I, Part A - 500.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Quarterly Goal 1 Problem Statements:

School Processes & Programs

Problem Statement 1: During the 2017-18 school year, Hopkins Elementary had an attendance average of 95.4% **Root Cause 1:** Generally, a percentage of Hopkins families fail to see the importance of regular school attendance and participation, and do not feel comfortable reaching out to the school for assistance.

Campus Site-Based School Committee

Committee Role	Name	Position
Administrator	Leandra Hill	Principal
Administrator	Tiffany Absher	Assistant Principal
Instructional Coach	Monica Haug	Instructional Coach
Instructional Coach	Stephanie Egg	Instructional Coach

Campus Funding Summary

199 - Local Funds					
Annual Goal	Quarterly Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Istation Licenses		\$0.00
2	1	1	Istation Licenses		\$0.00
3	1	1	Istation Licenses		\$0.00
Sub-Total					\$0.00
211 - Title I, Part A					
Annual Goal	Quarterly Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Daily 5 Book, Instructional Staff, Classroom Libraries, Computers, Headphones		\$500.00
1	1	2	VBEC Teacher and VBEC		\$500.00
1	1	3	Accelerated Reader Program		\$5,000.00
1	1	4	Mentoring Minds		\$15,000.00
2	1	1	Daily 5 Book, Instructional Staff, Classroom Libraries, Computers, Headphones		\$5,000.00
2	1	2	VBEC Teacher and VBEC		\$0.00
2	1	3	Accelerated Reader Program		\$5,000.00
3	1	1	Daily 5 Book, Instructional Staff, Classroom Libraries, Computers, Headphones		\$500.00
3	1	1	Guided Math Instruction Professional Development		\$4,350.00
3	1	2	Accelerated Reader Program		\$5,000.00
5	1	2	incentives such as gift cards, treats, thank you notes...etc		\$500.00
Sub-Total					\$41,350.00
Grand Total					\$41,350.00

Addendums

Campus: Hopkins Elementary

Victoria ISD: Title I Needs Assessment Worksheet

Due May 26, 2018

Campus Summary (include demographics, enrollment, achievement data, attendance, etc.)

Hopkins Elementary, a Title 1 bilingual campus, services students in grades prekindergarten through fifth grade. The average enrollment varies between 470-500 students. Hopkins Elementary services 116 bilingual students and 14 ESL students. Presently, there are 41 students who receive Special Education Services, some of which are Speech only, and 7 students who are in the referral process. There are 30 students in the 504 program who receive classroom accommodations and/or modifications. There are 73 students in the RtI process, 19 of which are in the initial process. 89% of our students receive free lunch and 6% of our students receive reduced lunch totaling 95% of our student population receiving either free and/or reduced lunch.

Hopkins Elementary has a staff of 74 including: one PPCD teacher, two SPED teachers, three prekindergarten teachers, four kindergarten teachers, four 1st grade teachers, four 2nd grade teachers, four 3rd grade teachers, four 4th grade teachers and four 5th grade teachers including a Science only teacher. Each grade level has a certified ESL, GT, and bilingual teacher, the average student teacher ratio is 22:1. Grade levels 4th and 5th are departmentalized. Hopkins Elementary also houses the Mentor Connect program, formerly known as H.O.S.T.S., the Mentor Connect program assist students in first and second grade. There are two three- hour reading teachers who assist in grades kindergarten through fifth grade and an ELAR and S.S. Instructional Coach and Math and Science Instructional Coach.

69% of 3rd - 5th grade students approached grade level, 36% met standard, and 14% mastered grade level on the 2018 Math STAAR. 62% of 3rd-5th grade students approached grade level, 28 % met standard, and 13% mastered grade level on the 2018 Reading STAAR. When compared to prior 4th grade data, the current fifth grades students showed a 26% growth in students who met standard on the Math STAAR and a 27 % growth in students who approached grade level on the Reading STAAR. 49% of 4th grade students approached grade level, 29% met standard, and 6% mastered grade level on the 2018 Writing STAAR. 72% of 5th grade students approached grade level, 22% met standard, and 6% mastered grade level on the 2018 Science STAAR.

Campus Strengths:

The faculty and staff at Hopkins Elementary are cognizant of their student’s needs and provide families with multiple resources when identified as needing financial assistance and/or health and wellness assistance. The campus is resource rich, there are many instructional resources, leveled readers and available technology for the teachers to utilize to ensure student success and to assist in identifying struggling students.

Campus Needs:

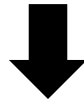
Problem Statement # 1	Root Cause
According to End of Year I station and Screener data, 47.37% of 3 rd – 5 th Grade students are reading on grade level.	There is lack of foundational reading skills being taught and internalized across all grade levels.



Annual SMART Goal	Long Term Goal		Activities (Highlight new activities)	Budget			Data to be Collected
	Baseline	3-5 yr Target		Resources Needed	Amount	Funding Source	
By the end of the 2018-19 academic school year, 52% of 3 rd -5 th grade students will MEET grade level expectations by reading appropriate text on grade level independently.	Utilizing EOY I Station and STAR data, 52% of 3 rd -5 th students will enter the subsequent grade level reading grade appropriate text.	<u>3 Year</u> EOY I Station and STAR data will indicate 60% of third through fifth grade students will enter the subsequent grade level in Tier 3. <u>5 Year</u> EOY iStation	<ul style="list-style-type: none"> Support for data-analysis activities and data driven instruction. Tiered math and reading interventions for struggling students at risk of not meeting state achievement goals. Provide scheduled, common planning time/PLC’s specific to math and literacy interventions with 	<ul style="list-style-type: none"> I Station Accelerated Reader program Storia application ELAR and Math Instructional Coaches HOST teacher Kindles 	<ul style="list-style-type: none"> \$3,500- Accelerated Reader \$3,000- Storia \$15,000- 3 hour Reading/Math teachers \$15,000- HOST program 	Title 1	<ul style="list-style-type: none"> I Station BOY, MOY, and EOY IRL data STAR BOY, MOY, and EOY data Intervention lesson plans PLC agenda and meeting notes Professional development agenda and

		and STAR data will indicate 63% of third through fifth grade students will enter the subsequent grade level in Tier 3.	<p>ELAR and Math Instructional Coaches.</p> <ul style="list-style-type: none">• Buy education technology, blended or online learning, and “apps” for differentiated instruction/math and literacy interventions.• Purchase supplemental instructional materials for at-risk students focused in math and literacy• Professional developments for teachers: instructional practices, differentiated instruction, classroom management, etc.• Buy effective instructional materials, including intervention materials for struggling or at-risk students• Utilize ELAR and Math Instructional Coaches to provide				meeting notes
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			effective instructional and brain based research strategies <ul style="list-style-type: none"> Utilize HOST teacher as an intervention for students in grades 1-2 				
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Alignment State/Local Strategic Priorities (choose one)						
TEA Priority 1: Recruit, support, retain teachers and principals	TEA Priority 2: Build a foundation of reading and math	TEA Priority 3: Connect high school to career and college	TEA Priority 4: Improve low-performing schools	Local Priority: Attendance	Local Priority: Discipline	Local Priority: Family and Community Engagement

Problem Statement # 2	Root Cause
According to End of Year I station and Screener data, 42.9% of PK – 2 nd Grade students are reading on grade level (For PK/K, this includes letter and sound recognition).	There is lack of foundational phonics and reading skills being taught and internalized across all grade levels.



Annual SMART Goal	Long Term Goal	Activities	Budget	Data to be Collected
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	Baseline	3-5 yr Target	(Highlight new activities)	Resources Needed	Amount	Funding Source	
By the end of the 2018-19 academic school year, 50% of PK - 2 nd grade students will MEET grade level expectations by reading appropriate text on grade level independently.	Utilizing EOY I Station and STAR data, 50% of 3 rd -5th students will enter the subsequent grade level reading grade appropriate text, or identifying letter names and sounds based on grade level expectations.	<p>3 Year EOY I Station and STAR data will indicate 55% of PK-2nd grade students will enter the subsequent grade level reading grade appropriate text, or identifying letter names and sounds based on grade level expectations.</p> <p>5 Year EOY I Station and STAR data will indicate 63% of PK- 2nd grade students will enter the subsequent grade level reading grade appropriate text, or identifying letter names and sounds based on</p>	<ul style="list-style-type: none"> • Support for data-analysis activities and data driven instruction. • Tiered math and reading interventions for struggling students at risk of not meeting state achievement goals. • Provide scheduled, common planning time/PLC's specific to math and literacy interventions with ELAR and Math Instructional Coaches. • Buy education technology, blended or online learning, and "apps" for differentiated instruction/math and literacy interventions. • Purchase supplemental instructional 	<ul style="list-style-type: none"> • I Station • Accelerated Reader program • Storia application • ELAR and Math Instructional Coaches • HOST teacher • Kindles 	<ul style="list-style-type: none"> • \$3,500- Accelerated Reader • \$3,000- Storia • \$15,000- 3 hour Reading/Math teachers • \$15,000- HOST program 	Title 1	<ul style="list-style-type: none"> • I Station BOY, MOY, and EOY IRL data • STAR BOY, MOY, and EOY data • Intervention lesson plans • PLC agenda and meeting notes • Professional development agenda and meeting notes

		grade level expectations.	materials for at-risk students focused in math and literacy <ul style="list-style-type: none">• Professional developments for teachers: instructional practices, differentiated instruction, classroom management, etc.• Buy effective instructional materials, including intervention materials for struggling or at-risk students• Utilize ELAR and Math Instructional Coaches to provide effective instructional and brain based research strategies• Utilize HOST teacher as an intervention for students in grades 1-2				
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By the end of the 2018-19 academic school year, 52% of 3rd - 5th grade students will MEET grade level expectations (25th percentile or above) in Math Computation.	52% of 3rd - 5th grade students will MEET grade level expectations (25th percentile or above) in Math Computation.	3 Year 58% of 3rd - 5th grade students will MEET grade level expectations (25th percentile or above) in Math Computation. 5 Year 64% of 3rd - 5th grade students will MEET grade level expectations (25th percentile or above) in Math Computation.	<ul style="list-style-type: none"> • Teacher mentoring and coaching • Implementation of Daily 5 Math • Weekly computation checks • Think Through Math Implemented consistently • Use of Math journals 	<ul style="list-style-type: none"> • ELAR and Math Instructional Coaches • Instructional staff • Staff Development 	<ul style="list-style-type: none"> • \$100,000-Instructional Coaches • 5,000 Instructional Resources 	Title 1	<ul style="list-style-type: none"> • PLC agenda and meeting notes • Professional development agenda and meeting notes • Staff meeting agenda and meeting notes
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Alignment State/Local Strategic Priorities (choose one)						
TEA Priority 1: Recruit, support, retain teachers and principals	TEA Priority 2: Build a foundation of reading and math	TEA Priority 3: Connect high school to career and college	TEA Priority 4: Improve low-performing schools	Local Priority: Attendance	Local Priority: Discipline	Local Priority: Family and Community Engagement

Problem Statement # 4	Root Cause
60% of 4 th and 5 th Grade Special Education Students made one year or more of growth on the 2017-18 Math and Reading STAAR.	Historically, Hopkins Special Education population have made less progress than their grade level peers due to lack of refinement and closing gaps.



Annual SMART Goal	Long Term Goal		Activities (Highlight new activities)	Budget			Data to be Collected
	Baseline	3-5 yr Target		Resources Needed	Amount	Funding Source	
<p>By the end of the 2018-19 academic school year, 65% of 4th - 5th grade Special Education population will have made one year's growth/academic progress or more in the subject areas of reading and math.</p>	<p>65% of 4th - 5th grade Special Education population will have made one year's growth/academic progress or more in the subject areas of reading and math.</p>	<p>3 Year 70% of 4th - 5th grade Special Education population will have made one year's growth/academic progress or more in the subject areas of reading and math..</p> <p>5 Year 75% of 4th - 5th grade Special Education population will have made one year's growth/academic progress or more in the subject areas of reading and math.</p>	<ul style="list-style-type: none"> Support for data-analysis activities and data driven instruction focused specifically on Special Ed sub pop. Tiered math and reading interventions for struggling students at risk of not meeting state achievement goals. Provide scheduled, common planning time/PLC's specific to math and literacy interventions with ELAR and Math 	<ul style="list-style-type: none"> iStation Accelerated Reader program Storia application ELAR and Math Instructional Coaches HOST teacher Kindles Professional development for Teachers teaching the Special Ed 	<ul style="list-style-type: none"> \$3,500- Accelerated Reader \$3,000- Storia \$15,000- 3 hour Reading/Math teachers \$15,000- HOST program 	Title 1	<ul style="list-style-type: none"> Sign in sheets and meeting agenda notes

			<p>Instructional Coaches and Special Education teachers to ensure collaboration.</p> <ul style="list-style-type: none">• Buy education technology, blended or online learning, and “apps” for differentiated instruction/math and literacy interventions.• Purchase supplemental instructional materials for at-risk students focused in math and literacy• Professional developments for teachers: instructional practices, differentiated instruction, refinement, teaching the whole child.• Buy effective instructional materials, including intervention materials for				
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By the end of the 2018-19 School year, we will have an overall attendance average of 95%	Hopkins Elementary will reach an overall attendance average of 95%.	3 Year Hopkins Elementary will reach an overall attendance average of 96%.	<ul style="list-style-type: none"> Classroom Challenges to promote attendance will be implemented with fidelity Consistent contact will be made with families of students who are absent Family outreach and home visits will be conducted for students who are 	<ul style="list-style-type: none"> Parent Liaison Purchase prizes, treats, and incentives for students and parents. Provid 	15.000	Title 1	<ul style="list-style-type: none"> Sign in sheets and meeting agenda notes for family outreach meetings and home visits
		5 Year Hopkins Elementary will reach an overall attendance average of 97%.			500.00		



Alignment State/Local Strategic Priorities (choose one)						
TEA Priority 1: Recruit, support, retain teachers and principals	TEA Priority 2: Build a foundation of reading and math	TEA Priority 3: Connect high school to career and college	TEA Priority 4: Improve low-performing schools	Local Priority: Attendance	Local Priority: Discipline	Local Priority: Family and Community Engagement

Title I Requested Positions

(Listing a new position on this chart does not indicate approval – to request approval for a new Title I funded position, please schedule a meeting with Tammy Sestak.)

Position	Existing or New Position??	If Existing Position, Current Staff Member
ELAR Instructional Coach	Existing	Stephanie Egg

Math Instructional Coach	Existing	Monica Haug
5 th Grade Science Teacher	Existing	Alfred Gomez
HOST Teacher	Existing	Felicia Sledge
HOST assistant	Existing	Terri Flores
Parent Liaison	Existing	Rita Victory
3 hour teacher	Existing	Joyce Bell
3 hour teacher	Existing	Vicki Youngblood

Submit to Tammy Sestak by May 26, 2017.