

Cypress-Fairbanks Independent School District

Hopper Middle School

2023-2024



Mission Statement

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global leaders.

Vision

LEAD - Learn. Empower. Achieve. Dream.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Hopper Middle School is a campus in Houston, Texas. Hopper Middle School opened its doors in 2007. Hopper is projected to serve about 900 students in grades 6-8 during the 2023-2024 school year, which is a decrease from the previous year.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Hopper Middle School needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2022-23 school year:

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 11, 2023 and again on September 22, 2023 to develop and finalize the CNA. The meetings were held in the LGI of Hopper Middle School.

At the first meeting on May 11, 2023, the committee broke into groups to evaluate the strategies of 2023 in order to complete the summative evaluation. Data tables and DPM/Benchmark data was used to determine progress made on all goals. The committee discussed ways to get more parent engagement. The committee began the 23-24 Needs Assessment identifying campus strengths and weaknesses.

At the second meeting on September 22, 2023 the CPOC reviewed the focus of the 2023-2024 school year and discussed the formation of the CIP through the Needs Assessment which was conducted by core content teams on August 15, 2023. The committee reviewed all CIP strategies through a gallery walk and discussed the effect we would see on our campus if all strategies were implemented with fidelity.

The problem statements and root causes are listed in each section of the needs assessment.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year:

Our first identified priority problem is in the area of student achievement, specifically in Reading/Language Arts. Our students had a lack of exposure to responding to open ended questions and practice justifying their answer with text evidence by analyzing complex texts. Through the root cause analysis process, we identified we didn't intentionally plan focused instruction and implementation around responding to open ended questions by justifying with text evidence.

Our second identified priority problem is in the area of student achievement, specifically in math, our planning was not intentional in regards to effective small group instruction. Through the root cause analysis process, we identified that staff shortages caused interruptions in team planning which led to inconsistencies in effective small group instruction understanding and implementation.

Our third identified priority problem is in the area of student attendance, our student attendance has not recovered to levels prior to Spring of 2020. Through the root cause analysis process, we identified we did not have a system for tracking, monitoring, and following up with student absences.

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data.

- Increases in student achievement in 6th Grade Reading, 8th Grade Math, 8th Grade Social Studies and in our Emergent Bilingual Student population.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: Our students had a lack of exposure to responding to open ended questions and practice justifying their answer with text evidence by analyzing complex texts. **Root Cause:** RLA: We didn't intentionally plan focused instruction and implementation around responding to open ended questions by justifying with text evidence.

Problem Statement 2: Math: Our planning was not intentional in regards to effective small group instruction. **Root Cause:** Math: Staff shortages caused interruptions in team planning which led to inconsistencies in effective small group instruction understanding and implementation.

Problem Statement 3: Science: Students are behind in reading comprehension and analytical skills. **Root Cause:** Science: We are not intentionally planning opportunities to model reading and analyzing questions and for students to practice these skills.

Problem Statement 4: Social Studies: Students are behind in content and academic vocabulary and struggle with analyzing the test questions. **Root Cause:** Social Studies: We are not consistent in vertical alignment of building vocabulary and analyzing test questions.

Problem Statement 5: Students are beginning the 2023-24 school year with learning gaps. **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 6: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps. **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

Problem Statement 7: Targeted Support Reading: Asian and White student are missing the closing the gap targets by a large margin. **Root Cause:** Targeted Support Reading: Teachers do not utilize data for sup-pops that make up a small percentage of their total population to ensure they are differentiating instruction for all students.

Problem Statement 8: Targeted Support Math: Asian, White and EB students are missing the closing the gaps targets by a large margin. **Root Cause:** Targeted Support Math: Teachers do not utilize constant and instant feedback effectively to shift the learning path of students to that of success.

School Culture and Climate

School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate.

Student Safety: All safety drills were conducted by the scheduled deadlines.

Restorative Discipline: PBIS Strategies and Relational Practices were introduced and used with students.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Student attendance: Our student attendance has not recovered to levels prior to Spring of 2020. **Root Cause:** Student attendance: We did not have a system for tracking, monitoring, and following up with student absences.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

Staff were provided multiple opportunities to attend professional development related to their goals.

New staff are assigned a mentor.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: The Employee Perception Survey showed that feedback given to teachers to improve performance was lower than in previous years. **Root Cause:** Teacher/Paraprofessional Attendance: There was not a system in place for coaches and administrators to routinely provide feedback outside of our teacher appraisal system.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement.

We increased opportunities for parents and community to participate in school events.

Problem Statements Identifying Parent and Community Engagement Needs


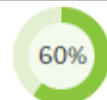




Problem Statement 1: Parent and Community Engagement: Parent attendance and engagement in school events was low for most of the year. **Root Cause:** Parent and Community Engagement: We need to combine academic events with social events to increase parent and community engagement and increase our communication surrounding these events.









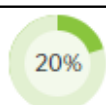
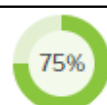
Goals







Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum and Instruction & Accountability: By the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR RLA, Math, Science, and Social Studies

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Through intentional planning, we will teach and model a structured format by which students will respond to questions, both orally and written, by justifying their thoughts with evidence. Strategy's Expected Result/Impact: Meets or exceeds the targets on the attached CIP tables. Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Math: We will use intentional planning to implement effective small group instruction across all grade levels. Strategy's Expected Result/Impact: Meets or exceeds the targets on the attached CIP tables. Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Science: We will intentionally plan more opportunities to practice reading and analyzing questions in their learning. Strategy's Expected Result/Impact: Meets or exceeds the targets on the attached CIP tables. Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist	Formative		
	Nov	Feb	May
			





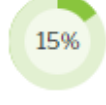

Strategy 4 Details	Formative Reviews		
Strategy 4: Social Studies: We will intentionally plan vertical alignment of vocabulary instruction and question analysis. Strategy's Expected Result/Impact: Meets or exceeds the targets on the attached CIP tables. Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Dropout Prevention: The Registrar will work with the Attendance Officer, Assistant Principals, and Counseling office to make contact and create an action plan with parents as well as provide support with outside resources as needed. Strategy's Expected Result/Impact: The dropout rate will remain at or below 1%. Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Counselors	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Each week the campus will provide all students with 25 minutes of targeted instruction (in each content area) to close the gaps created by COVID-19. Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal, Director of Instruction, Academic Achievement Specialist, and Campus Content Instructional Specialist	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: 1. Horizons Showcase 2. PBIS Program 3. Student Council 4. Mentor Program 5. Soccer Start Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables. Staff Responsible for Monitoring: Principal, Director of Instruction, Academic Achievement Specialist, Counselors, and Program Sponsors.	Formative		
	Nov	Feb	May
			









Strategy 9 Details	Formative Reviews		
<p>Strategy 9: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Hopper will implement the following measures.</p> <ol style="list-style-type: none"> 1. Additional Staffing - The class-size reduction teachers in Math and Science will assist in lowering the student-to-teacher ratio which will assist in meeting or exceeding instructional targets. 2. Professional Development - The leadership team, teaching staff, and para-professionals will attend professional development to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building and in all classrooms assisting in meeting the instructional and behavioral goals of the campus as specified in the CIP. 3. Instructional Supplies - Improve the academic performance of all students by providing supplies for use in the classroom for small group instruction, student self-reflection, and goal setting. Additional paper and laminate supplies will be purchased to assist in meeting the learning needs of students 4. Extra Duty Pay - Teachers will work to provide additional opportunities for students to master targeted TEKS after school and on scheduled Saturdays to assist in meeting or exceeding instructional targets. Teachers will also work to support scheduled parent and community engagement programs. 5. Student Snacks - Students will be provided snacks during additional intervention opportunities after school and on scheduled Saturdays. 6. Library Books - We will increase the circulation of books in the library to ensure that all students are able to check out books of their interest and at the appropriate reading level. <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Academic Achievement Specialist, and Campus Content Instructional Specialist</p>	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments







Strategy 1 Details	Formative Reviews		
Strategy 1: Summer Learning/Summer Enrichment: Husky Pack Welcome Camp - All of our incoming 6th grade students are invited to the Husky Pack Camp. At the camp, the students are broken up into small groups and rotate around to various stations. At each station there is an activity that helps them prepare for the transition into middle school. Strategy's Expected Result/Impact: Participation in the Husky Pack Welcome Camp will be composed of at least 50% of all incoming 6th graders, and this group of students will score on average at least 10% higher on their first DPM in reading and math than the students who did not attend the camp. Staff Responsible for Monitoring: Principal, Director of Instruction, Academic Achievement Specialists	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Before/After School Program: Saturday Smart Camps take place 3 times during the school year to address specific (real-time) skills/TEKS from each of the 4 core subjects. Students will be invited based on a multitude of factors (STAAR scores, Unit tests, DPMs, Checkpoints). Strategy's Expected Result/Impact: Students attending the Saturday Smart Camps will have at least a 5% increase in their STAAR or final benchmark Exam scores for the subject(s) in which they attended. Staff Responsible for Monitoring: Principal, Director of Instruction, Academic Achievement Specialists, and Campus Content Instructional Specialist	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Before/After School Program: Targeted after school tutorials will be spread throughout the school year to address specific (real-time) skills/TEKS from each of the 4 core subjects. Students will be invited based on a multitude of factors (STAAR scores, Unit tests, DPMs, Checkpoints). Strategy's Expected Result/Impact: Students attending the targeted tutorials will have at least a 5% increase in their STAAR the subject(s) in which they attended. Staff Responsible for Monitoring: Principal, Director of Instruction, Academic Achievement Specialists, and Campus Content Instructional Specialist	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Professional Staffing: Class Size Reduction Teacher in ELAR will be hired to work with students to improve their academic performance. Strategy's Expected Result/Impact: In overall 7th grade Reading & Language Arts STAAR Scores, the students will maintain the same STAAR measure (DNM, Approaches, Meets, or Masters) or move up to the next measure, in 7th grade TELPAS Scores, the students will make one years worth of growth. Staff Responsible for Monitoring: Principal, Director of Instruction, Academic Achievement Specialists	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Professional Development: AHA Process; Ruben Perez Strategy's Expected Result/Impact: Teachers will build strong relationships with students and implement effective processes and procedures in their classrooms to reduce the number of major classroom referrals by 15%. Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals, Behavior Interventionists	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.









Evaluation Data Sources: STAAR Data

Strategy 1 Details		Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk through targeted tutorials and Saturday Smart camps. Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table Staff Responsible for Monitoring: Principal, Director of Instruction, Academic Achievement Specialists		Formative		
		Nov	Feb	May
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: Campus Safety: Students are expected to be 100% compliant wearing their badges at school, on school bus and school property at all times. All adults are expected to wear their badges on campus and school property at all times. Campus will continue to use the new Standard Response Protocol and practice drills using SRP terminology and associated procedures. Strategy's Expected Result/Impact: Students and Staff will be in a safe environment Intruders will be easily identifiable Staff Responsible for Monitoring: All Staff	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), Shelter (Hazmat), Metal Detector throughout the year. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Safety Coordinator AP	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.



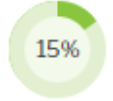





Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals	Formative		
	Nov	Feb	May
	<div><div></div><div>30%</div></div>	<div><div></div><div>30%</div></div>	
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals	Formative		
	Nov	Feb	May
	<div><div></div><div>15%</div></div>	<div><div></div><div>40%</div></div>	
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline practices.







Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. Campus will continue to use Bringing Out the Best lessons. Strategy's Expected Result/Impact: Violent Incidents will be 0%. Staff Responsible for Monitoring: Behavior Interventionists, Assistant Principals	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. PBIS strategies and Relational Practices strategies will be used to positively reinforce and partner consequences with learning opportunities Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. Staff Responsible for Monitoring: Assistant Principals, Behavior Interventionists	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 1%.







Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: Staff members will be recognized for perfect attendance each grading period. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, teachers will receive job targeted professional development based on individual needs.







Evaluation Data Sources: Classroom implementation of professional learning
 Walk-throughs
 Lesson Plans

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Capacity Building Walks, Learning Hoppertunities, Book Study, Sibme Coaching, Tech Thursdays Strategy's Expected Result/Impact: Teachers will grow in areas that align with their goals. Capacity Building Walks - allow teacher the opportunity to see colleagues successfully implementing instructional strategies Learning Hoppertunities - professional development sessions that address campus wide needs as they arise Book Study - provide instructional strategies, an opportunity to practice a strategy, and reflection on the implementation piece Sibme Coaching - teachers will be coached through the Sibme program by both outside coaches and our instructional coaches Tech Thursdays - provide schoology and other tech help support Staff Responsible for Monitoring: Principal, Director of Instruction	Formative		
	Nov	Feb	May
	 30%	 60%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 5%.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: We will consistently communicate via school messenger, flyers, brochures and emails, and afford opportunities for parents to be actively involved. Strategy's Expected Result/Impact: Parent and family engagement will increase by 5%. Staff Responsible for Monitoring: Principal, Director of Instruction, Counselors, Assistant Principals, Academic Achievement Specialists	Formative		
	Nov	Feb	May
	 25%	 35%	
<div><div>0% No Progress</div><div>100% Accomplished</div><div>Continue/Modify</div><div>Discontinue</div></div>			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Felicia Hayes	Principal
Teacher #1	Jennifer Allen	Teacher #1
Teacher #2	Angela Hoang	Teacher #2
Teacher #3	Donna Gusman-Marsh	Teacher #3
Teacher #4	Amanda Keels	Teacher #4
Teacher #5	Stefanie Koska	Teacher #5
Teacher #6	Brianna Reese	Teacher #6
Teacher #7	Elizabeth Trevino	Teacher #7
Teacher #8	Denman Watson	Teacher #8
Other School Leader (Nonteaching Professional) #1	Caitlin Bolland	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Courtney Bonnet	Other School Leader (Nonteaching Professional) #2
Administrator (LEA) #1	Lana Mock	Administrator (LEA) #1
Administrator (LEA) #2	Dr. Ashley Clayburn	Administrator (LEA) #2
Parent #1	Jasmine McCann	Parent #1
Parent #2	Hieu Truong	Parent #2
Community Member #1	Ricardo Arias	Community Member #1
Community Member #2	Cheryl Johns	Community Member #2
Business Representative #1	Brantley Walkup	Business Representative #1
Business Representative #2	Business Representative #2	Business Representative #2
Paraprofessional #1	Kendall Johnson	Paraprofessional #1
Paraprofessional #2	Albert Cunningham	Paraprofessional #2
Other School Leader (Nonteaching Professional) #3	Brianne Branch	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Karen Nixon	Other School Leader (Nonteaching Professional) #4

Addendums

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023												
					#	#	%	%	#	%	%	#	%	%			
Reading	6	Hopper	MS 3	All	281	202	72%	74%	2%	121	43%	45%	2%	46	16%	18%	2%
Reading	6	Hopper	MS 3	Hispanic	167	126	75%	77%	2%	74	44%	46%	2%	28	17%	19%	2%
Reading	6	Hopper	MS 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Hopper	MS 3	Asian	5	5	100%	100%	0%	*	*	*	*	*	*	*	*
Reading	6	Hopper	MS 3	African Am.	82	51	62%	64%	2%	27	33%	35%	2%	8	10%	12%	2%
Reading	6	Hopper	MS 3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	6	Hopper	MS 3	White	16	13	81%	83%	2%	10	63%	65%	2%	7	44%	46%	2%
Reading	6	Hopper	MS 3	Two or More	10	6	60%	62%	2%	5	50%	52%	2%	*	*	*	*
Reading	6	Hopper	MS 3	Eco. Dis.	221	157	71%	73%	2%	94	43%	45%	2%	32	14%	16%	2%
Reading	6	Hopper	MS 3	LEP Current	80	58	73%	75%	2%	26	33%	35%	2%	6	8%	10%	2%
Reading	6	Hopper	MS 3	At-Risk	204	140	69%	71%	2%	72	35%	37%	2%	22	11%	13%	2%
Reading	6	Hopper	MS 3	SPED	37	16	43%	45%	2%	*	*	*	*	*	*	*	*
Reading	7	Hopper	MS 3	All	302	201	67%	69%	2%	110	36%	38%	2%	40	13%	15%	2%
Reading	7	Hopper	MS 3	Hispanic	152	104	68%	70%	2%	61	40%	42%	2%	22	14%	16%	2%
Reading	7	Hopper	MS 3	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Hopper	MS 3	Asian	9	9	100%	100%	0%	7	78%	80%	2%	*	*	*	*
Reading	7	Hopper	MS 3	African Am.	110	66	60%	62%	2%	29	26%	32%	6%	10	9%	11%	2%
Reading	7	Hopper	MS 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	7	Hopper	MS 3	White	16	13	81%	83%	2%	8	50%	60%	10%	*	*	*	*
Reading	7	Hopper	MS 3	Two or More	12	8	67%	69%	2%	5	42%	44%	2%	*	*	*	*
Reading	7	Hopper	MS 3	Eco. Dis.	243	165	68%	70%	2%	89	37%	39%	2%	33	14%	16%	2%
Reading	7	Hopper	MS 3	LEP Current	58	26	45%	47%	2%	11	19%	29%	10%	*	*	*	*
Reading	7	Hopper	MS 3	At-Risk	221	136	62%	64%	2%	65	29%	31%	2%	16	7%	9%	2%
Reading	7	Hopper	MS 3	SPED	31	14	45%	47%	2%	7	23%	25%	2%	*	*	*	*
Reading	8	Hopper	MS 3	All	335	248	74%	76%	2%	144	43%	45%	2%	69	21%	23%	2%
Reading	8	Hopper	MS 3	Hispanic	182	140	77%	79%	2%	90	49%	51%	2%	40	22%	34%	12%
Reading	8	Hopper	MS 3	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Hopper	MS 3	Asian	10	7	70%	72%	2%	5	50%	74%	24%	5	50%	52%	2%
Reading	8	Hopper	MS 3	African Am.	114	77	68%	70%	2%	31	27%	32%	5%	13	11%	13%	2%
Reading	8	Hopper	MS 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	8	Hopper	MS 3	White	17	15	88%	90%	2%	12	71%	73%	2%	7	41%	43%	2%
Reading	8	Hopper	MS 3	Two or More	10	8	80%	82%	2%	5	50%	52%	2%	*	*	*	*
Reading	8	Hopper	MS 3	Eco. Dis.	247	176	71%	73%	2%	96	39%	41%	2%	41	17%	19%	2%
Reading	8	Hopper	MS 3	LEP Current	67	35	52%	54%	2%	11	16%	29%	13%	*	*	*	*
Reading	8	Hopper	MS 3	At-Risk	261	184	70%	72%	2%	98	38%	40%	2%	40	15%	17%	2%
Reading	8	Hopper	MS 3	SPED	35	9	26%	30%	4%	*	*	*	*	*	*	*	*
Math	6	Hopper	MS 3	All	282	171	61%	63%	2%	73	26%	30%	4%	19	7%	9%	2%
Math	6	Hopper	MS 3	Hispanic	166	104	63%	65%	2%	46	28%	40%	12%	11	7%	9%	2%
Math	6	Hopper	MS 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Gr.	Campus	2023 Cluster	Student Group	Tested	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					2023												
					#	#	%	%	#	%	%	#	%	%			
Math	6	Hopper	MS 3	Asian	5	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Hopper	MS 3	African Am.	85	43	51%	53%	2%	13	15%	31%	16%	*	*	*	*
Math	6	Hopper	MS 3	Pac. Islander	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	6	Hopper	MS 3	White	16	13	81%	83%	2%	8	50%	59%	9%	*	*	*	*
Math	6	Hopper	MS 3	Two or More	9	6	67%	69%	2%	*	*	*	*	*	*	*	*
Math	6	Hopper	MS 3	Eco. Dis.	223	133	60%	62%	2%	51	23%	36%	13%	11	5%	7%	2%
Math	6	Hopper	MS 3	LEP Current	79	45	57%	59%	2%	17	22%	40%	18%	*	*	*	*
Math	6	Hopper	MS 3	At-Risk	205	110	54%	56%	2%	37	18%	20%	2%	9	4%	6%	2%
Math	6	Hopper	MS 3	SPED	36	13	36%	38%	2%	*	*	*	*	*	*	*	*
Math	7	Hopper	MS 3	All	302	140	46%	48%	2%	69	23%	30%	7%	18	6%	8%	2%
Math	7	Hopper	MS 3	Hispanic	151	78	52%	54%	2%	41	27%	40%	13%	8	5%	7%	2%
Math	7	Hopper	MS 3	Am. Indian	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Hopper	MS 3	Asian	9	9	100%	100%	0%	6	67%	82%	15%	*	*	*	*
Math	7	Hopper	MS 3	African Am.	111	37	33%	35%	2%	15	14%	31%	17%	*	*	*	*
Math	7	Hopper	MS 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	7	Hopper	MS 3	White	16	9	56%	58%	2%	*	*	*	*	*	*	*	*
Math	7	Hopper	MS 3	Two or More	12	5	42%	44%	2%	*	*	*	*	*	*	*	*
Math	7	Hopper	MS 3	Eco. Dis.	242	109	45%	47%	2%	52	21%	36%	15%	12	5%	7%	2%
Math	7	Hopper	MS 3	LEP Current	58	21	36%	38%	2%	6	10%	40%	30%	*	*	*	*
Math	7	Hopper	MS 3	At-Risk	221	83	38%	40%	2%	37	17%	19%	2%	6	3%	5%	2%
Math	7	Hopper	MS 3	SPED	31	9	29%	31%	2%	*	*	*	*	*	*	*	*
Math	8	Hopper	MS 3	All	234	144	62%	64%	2%	59	25%	30%	5%	*	*	*	*
Math	8	Hopper	MS 3	Hispanic	117	75	64%	66%	2%	34	29%	40%	11%	*	*	*	*
Math	8	Hopper	MS 3	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Hopper	MS 3	Asian	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Hopper	MS 3	African Am.	96	57	59%	61%	2%	17	18%	31%	13%	*	*	*	*
Math	8	Hopper	MS 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Hopper	MS 3	White	10	8	80%	82%	2%	6	60%	62%	2%	*	*	*	*
Math	8	Hopper	MS 3	Two or More	7	*	*	*	*	*	*	*	*	*	*	*	*
Math	8	Hopper	MS 3	Eco. Dis.	182	106	58%	60%	2%	35	19%	36%	17%	*	*	*	*
Math	8	Hopper	MS 3	LEP Current	62	34	55%	57%	2%	11	18%	40%	22%	*	*	*	*
Math	8	Hopper	MS 3	At-Risk	196	115	59%	61%	2%	41	21%	23%	2%	*	*	*	*
Math	8	Hopper	MS 3	SPED	34	11	32%	34%	2%	5	15%	23%	8%	*	*	*	*
Science	8	Hopper	MS 3	All	336	212	63%	65%	2%	104	31%	33%	2%	35	10%	12%	2%
Science	8	Hopper	MS 3	Hispanic	183	128	70%	72%	2%	65	36%	38%	2%	21	11%	13%	2%
Science	8	Hopper	MS 3	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Science	8	Hopper	MS 3	Asian	10	8	80%	82%	2%	6	60%	62%	2%	*	*	*	*
Science	8	Hopper	MS 3	African Am.	113	51	45%	47%	2%	21	19%	21%	2%	*	*	*	*
Science	8	Hopper	MS 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

[illegible]

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

[illegible]