

Goose Creek Consolidated Independent School District

Bonnie P. Hopper Primary

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 2, 2020

Public Presentation Date: November 2, 2020

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

Demographics

Demographics Summary

The comprehensive needs assessment process was completed during May 2020 via Cisco Web-Ex and Google Doc through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

Ethnicity among students has seen an increase in the Hispanic population and a decrease in African American and White students in the past 3-5 years. Below is the current ethnic background of Hopper Primary’s student body.

Ethnic 2019-2020	
Native American	.40%
Asian	.20%
African American	6.26%
Hispanic	63.64%
White	26.87%
Pacific Islander	0%
2 or more	2.63%

Hopper Primary has seen an increase in the student population’s socioeconomic status in the past 3-5 years. Below is the current information for Hopper Primary’s student body.

Socioeconomic 2019-2020	
Free+Reduced	80.36%
Not Eligible	19.64%

The gender trend at Hopper Primary has changed for this school year. In prior years, the male gender has been higher than the female gender. The current year has the female population greater than the male population. Below is the gender information for Hopper Primary.

Gender 2019-2020	
Male	44%
Female	56%

Special populations at Hopper Primary have seen some changes. Although prekindergarten had seen a decline in student enrollment, the number of PK students increased this past year. The bilingual program has seen the same trend as well. EE student enrollment has seen a decrease this past year. Special Program numbers have remained pretty consistent in the past 3-5 years.

Special Population 2019-2020	
PreK	112
Bilingual	104
EE	3
Special Programs	16

Enrollment numbers at Hopper Primary have maintained the status quo of around 500 students in the past 3-5 years. Enrollment has stayed in the general area despite a drop two years ago. Hopper has seen an increase in the past year, again being over 500 students. Hopper has a low mobility rate amongst its student body.

Demographics Strengths

Many factors impact the potential strength of a campus. The large number of students at Hopper Primary, class size and teacher retention are among the strengths of this campus. Hopper does not see a lot of turnover. Class sizes have remained in the range of 18-20 students per class, giving teachers the ability to work closer with individual students and meet their needs. There is also a lot of campus support from administrators as well as among teachers. Communication is key during scheduled faculty meetings as well as weekly collaboration time amongst the different grade level teams. Hopper also counts on their PBIS team as a strength. This team designs strategies that focus on attendance as well as behavior. Different types of incentives are offered to students for completing various tasks.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): B.P. Hopper Primary has consistently focused on improving attendance. Although attendance has increased in the past year, the campus has been unable to meet the district goals. **Root Cause:** Because of the ages served by Hopper Primary, the students are more susceptible to illnesses, causing the number of absences to increase, per district illness standards. Hopper also continues to be affected by the attendance of those students with chronic, repeated absences despite all the efforts made by the school and administration.

Student Learning

Student Learning Summary

The comprehensive needs assessment process was completed during May 2020 via Cisco Web-Ex and Google Doc through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

After analyzing several different types of data (formative, summative, and diagnostic) including CBAs, universal screener (TPRI/Tejas LEE), guided reading scores, and CLI Engage (Pre-K), we have determined that we are continuing to grow overall. We have an abundance of strengths that allow us to ensure that all students are growing. These strengths include having a systematic Rtl program in place, intervention time built into teachers' daily schedules, guided reading time built into teachers' daily schedules, an at-risk interventionist, part time tutors, a CIS, and weekly planning/PLCs. An area of concern after analyzing our universal screener data through the TPRI/Tejas LEE program is phonemic awareness.

[MOY CBA Data](#)

Grade Level & Program	Subject	%Passing
FIRST GRADE		
Mainstream	Science	92.52
Bilingual	Science	100
Mainstream	Math	86.26
Bilingual	Math	100
KINDERGARTEN		
Mainstream	Science	94.29
Bilingual	Science	97.06
Mainstream	Math	92.86
Bilingual	Math	94.12

[TPRI/Tejas LEE](#)

KINDERGARTEN

PROGRAM	LEVEL	BOY 141 students	MOY 139 students
MAINSTREAM	ON GRADE LEVEL	35.46%	82.73%
	BELOW GRADE LEVEL	64.54%	17.27%
PROGRAM	LEVEL	BOY 34 students	MOY 35 students
BILINGUAL	ON GRADE LEVEL	14.71%	80%
	BELOW GRADE LEVEL	85.29%	20%

TPRI/Tejas LEE

FIRST GRADE

PROGRAM	LEVEL	BOY 148 students	MOY 183 students (includes bilingual)
MAINSTREAM	ON GRADE LEVEL	64.86%	83.61%
	BELOW GRADE LEVEL	35.14%	15.85%
PROGRAM	LEVEL	BOY 39 students	MOY 5 students
BILINGUAL	ON GRADE LEVEL	51.28%	20%

PROGRAM	LEVEL	BOY 148 students	MOY 183 students (includes bilingual)
	BELOW GRADE LEVEL	48.72%	80%

GUIDED READING LEVELS/4th six weeks

GRADE LEVEL	GRL	# OF STUDENTS
ALL KINDERGARTEN STUDENTS	BELOW GRADE LEVEL C/D	55
	ON GRADE LEVEL	120
ALL FIRST GRADE STUDENTS	BELOW GRADE LEVEL G/H	88
	ON GRADE LEVEL	102

Student Learning Strengths

- Vertical Alignment
- PLCs
- Interventionist- targeting needs/RTI process
- Intervention built into schedule
- Teachers sharing students
- Tutors-2 for K & 1st
- Trained personnel- (at-risk interventionist and CIS)
- Parent says an (“organized academic system”)
- Progress monitoring
- Professional Developments (Fountas & Pinnell, Phonological Awareness- Region 4, Greg Tang, Project Read)
- Instructional Rounds
- Independent Reading Time

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): An area of concern after analyzing our MOY universal screener data through the TPRI/Tejas LEE program is phonemic awareness. **Root Cause:** Due to COVID-19, we were unable to completely implement our new phonics program (Benchmark) for the remainder of the year to see EOY results.

School Processes & Programs

School Processes & Programs Summary

The comprehensive needs assessment process was completed during May 2020 via Cisco Web-Ex and Google Doc through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

After reviewing campus data, the committee found that collaboration is fundamental to success. Campus collaboration was evident during PLCs, planning, staff meetings and district meetings, ILT, desegregation of data, student achievement discussions, interventions and RTI, parent involvement, technology instruction, and with administration and district personnel. Hopper has effective administrative support. Instructional plans are aligned to curriculum and follow the district scope and sequence. The campus recruits new teachers, supports them through the year, and has a high retention rate. During COVID-19, weekly lessons were provided to students through online learning. Teachers interacted with students through technology, monitored progress, and kept in touch with parents when students were not completing classwork. Administration ensured that guidelines were being followed and that teacher/student interactions occurred on a regular basis.

School Processes & Programs Strengths

The strengths on our campus include vertical alignment between grade levels and Highlands Elementary, weekly PLC and planning meetings to review data and write effective lessons that promote student achievement, and alignment of lessons to TEKS to ensure rigor and relevance. Weekly lessons are turned into administration. District curriculum is implemented with fidelity. Data from PLCs drive instruction. Content and language objectives are used by all classroom teachers. Strong sheltered instruction strategies promote language development in ELL and mainstream students. Use district data to see how campus is performing with other schools. Interventions and RTI target low performing students. Tutoring is provided for additional support. In addition, a commitment in referring students for Special Education, dyslexia testing, and speech when students are not making progress. The campus focuses on the academic achievement of every student.

Perceptions

Perceptions Summary

The comprehensive needs assessment process was completed during May 2020 via Cisco Web-Ex and Google Doc through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

The Review 360 data is from Aug. 2018 to March 8, 2019 and Aug. 2019 to March 6, 2020. These dates were selected due to the COVID-19 pandemic. The data starts at the beginning of the school year and ends the Friday before Spring Break for both years.

Review 360 office referrals with administrative consequences

- Aug. 2018 - March 8, 2019 = 130 incidents
- Aug. 2019 - March 6, 2020 = 96 incidents

This data shows a significant decrease (26%) in office referrals with administrative consequences.

- School-wide PBIS - implemented daily
 - Classroom specific PBIS - implemented daily
 - Response to Intervention for Behavior - reviewed each 6 weeks
 - Focus 5 with a research-based curriculum
 - Weekly trophies awarded for great behavior in specialty classes
 - Visual charts are displayed throughout the school
1. Students are removed when they are a threat to themselves or others.
 2. Removals happen weekly and adjustments are made on a case by case basis.
 3. Disciplinary policies and practices are designed to be proactive.
 4. For major infractions, the teachers usually input the referrals right away if the time permits.

Hopper students and staff feel the environment at Hopper is safe, respectful, and supportive. Our parents feel that the kids are our main priority and focus, we work to make the students feel accomplished, and we go above and beyond with our teaching and getting the parents involved. When comparing this year's office referrals with administrative consequences (Aug. 2019-March 6, 2020) to last year's (Aug. 2018-March 8, 2019), there has been a decrease of over 25%.

Perceptions Strengths

The school-wide and class specific PBIS systems are strong.

The data shows a decrease in office referrals with administrative consequences.

We have several incentives in place to improve attendance and behavior.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While this year's data shows a decrease in office referrals with administrative consequences, there is room for improvement. **Root Cause:** The decrease in our office referrals with administrative consequences can be attributed to the positive school culture and climate. The PBIS systems that are in place at the Tier 1 level are implemented school-wide. At the beginning of the 2019-2020 school year, we implemented PBIS in the classrooms with more specific expectations for the students and staff to follow.

Priority Problem Statements

Problem Statement 1: B.P. Hopper Primary has consistently focused on improving attendance. Although attendance has increased in the past year, the campus has been unable to meet the district goals.

Root Cause 1: Because of the ages served by Hopper Primary, the students are more susceptible to illnesses, causing the number of absences to increase, per district illness standards. Hopper also continues to be affected by the attendance of those students with chronic, repeated absences despite all the efforts made by the school and administration.

Problem Statement 1 Areas: Demographics

Problem Statement 2: An area of concern after analyzing our MOY universal screener data through the TPRI/Tejas LEE program is phonemic awareness.

Root Cause 2: Due to COVID-19, we were unable to completely implement our new phonics program (Benchmark) for the remainder of the year to see EOY results.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: While this year's data shows a decrease in office referrals with administrative consequences, there is room for improvement.

Root Cause 3: The decrease in our office referrals with administrative consequences can be attributed to the positive school culture and climate. The PBIS systems that are in place at the Tier 1 level are implemented school-wide. At the beginning of the 2019-2020 school year, we implemented PBIS in the classrooms with more specific expectations for the students and staff to follow.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

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) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals





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

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

Evaluation Data Sources: Universal Screener, STAAR Scores

Summative Evaluation: None

<p>Strategy 1: Disaggregate and analyze test data and grade distributions to target specific objectives and determine areas of concern, including achievement discrepancies among various student groups.</p> <p>Strategy's Expected Result/Impact: 90% of students at or above grade level according to CBA, Benchmark results, Guided Reading levels, Universal Screener, LAS and TELPAS scores for EL students by the end of May</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Use Campus Instructional Specialist, At-Risk Intervention Teacher and administrators to facilitate weekly grade level (Collaborative Time), PLC pre-planning, and planning sessions to target specific TEKS and objectives and implement plans for closing achievement gaps in the content areas.</p> <p>Strategy's Expected Result/Impact: 90% of students at or above grade level according to CFAs at the end of each unit</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Chart students' Guided Reading Levels and CBA results in data folder to track progress and make instructional adjustments as needed for at-risk students.</p> <p>Strategy's Expected Result/Impact: 100% Implementation of instructional interventions based on student needs</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Campus Administrators</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

<p>Strategy 4: Provide specific resources, extra personnel, and extended instructional time to meet the needs of all students, including at-risk students. (Intervention time and during the day tutorials)</p> <p>Strategy's Expected Result/Impact: 100% of students at or above grade level by the end of May</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: Payroll costs for tutors and supplemental intervention materials - Coordination of Local and State Funds - SCE Funds - \$8,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 5: Provide coaching support for classroom teachers, especially teachers new to the profession, grade level, or content area.</p> <p>Strategy's Expected Result/Impact: Teachers will show 90% student performance at or above grade level on CFAs and CBAs.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialist</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: Instructional Coaching by Campus Instructional Specialist - Coordination of Local, State, and Federal Funds - Title I, Part A - \$65,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 6: Utilize Vertical Teams with Hopper and Highlands Elementary and hold regular vertical alignment meetings and collaborative talks to focus on the needs of all students.</p> <p>Strategy's Expected Result/Impact: All essential standards are determined as prerequisites for each grade level K-2. HO/HE CIS staff collaborative talks to analyze and maintain information between campuses regarding Essential Standards & Learning Targets to meet the academic needs of all 1st and 2nd grade students. 1st Grade Teachers and 2nd Grade Teachers will participate in observation rounds of guided reading that will facilitate understanding of the framework continuum. HO Principal will conduct data talks with 2nd grade bilingual students and set up goals after every CBA based on their performance.</p> <p>Staff Responsible for Monitoring: Campus Administrators HO/HE Campus Instructional Specialist HO/HE Teachers HO/HE</p> <p>Title I Schoolwide Elements: 2.4 - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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


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


Evaluation Data Sources: CBAs, Common Formative Assessments, Benchmarks, Universal Screener

Summative Evaluation: None

<p>Strategy 1: Implement the Bilingual/ESL program so that ELs progress one language proficiency level yearly and reach English attainment within 3-5 years.</p> <p>Strategy's Expected Result/Impact: 90% of all Pre-K and Kindergarten students will progress at least one level of English language proficiency at the end of the school year on LAS. ALL first grade students will progress at least one language proficiency level on TELPAS</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$500</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Implement the GATE program so that all GATE students are taught at their highest potential through accelerated instruction and achieve above grade level EOY Guided Reading and scores of 90% or better on EOY Math CBAs.</p> <p>Strategy's Expected Result/Impact: 100% GATE students will achieve above grade level EOY Guided Reading and/or better on EOY Math CBAs</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$300</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Implement the Unique Curriculum in ECSE and Life Skills Programs so that all Special Education students are taught in the least restrictive environment to improve learning outcomes.</p> <p>Strategy's Expected Result/Impact: 90% of all Special Education Students will master their individualized goals at the end of the school year.</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$400</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: Provide staff development as needed to address needs in core content areas, technology, at-risk students and target sub populations.</p> <p>Strategy's Expected Result/Impact: 100% of teachers provide interventions during scheduled intervention time</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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 as well as provide the necessary academic, attendance, and/or behavior interventions for identified students to be successful in school.


Evaluation Data Sources: Academic, Behavior, and Attendance reports

Summative Evaluation: None

<p>Strategy 1: Promote 96 % or above attendance school-wide and incorporate incentive programs for students through PBIS and CATCH Frameworks.</p> <p>Strategy's Expected Result/Impact: The targeted attendance percentage is 96% or above.</p> <p>Staff Responsible for Monitoring: Attendance Clerk Campus Student Success Specialist Campus Administrators Counselor Teachers PBIS CATCH Team</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Increase students' knowledge about college and career planning through activities that support and promote college and career readiness and awareness.</p> <p>Strategy's Expected Result/Impact: Jr. Achievement presentations to all Kindergarten and First Grade students, various speakers and students' participation in research presentations College and Career Day</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Campus Student Success Specialist</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Provide students who have been identified with attendance, academic, or behavior needs with the resources offered through the CSSS and CYS staff.</p> <p>Strategy's Expected Result/Impact: Increase in student success.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: Campus Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I, Part A - \$65,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: Continue the use of administrators to help develop a plan for students who are missing class due to inappropriate behaviors in the classroom.</p> <p>Strategy's Expected Result/Impact: 50% decrease of the number of Office Referrals per grade level as compared to the previous school year.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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


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


Evaluation Data Sources: Discipline Reports

Summative Evaluation: None

<p>Strategy 1: Utilize weekly guidance classes/character lessons and special clinics to directly teach social skills and/or problem-solving situations with behaviors to help reduce discipline referrals and bullying incidents.</p> <p>Strategy's Expected Result/Impact: 50% Reduction in the number of discipline referrals.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Implement a Daily Mindful Minute and/or Brain Breaks to develop self-esteem and provide opportunities for self-growth and self-control for all students.</p> <p>Strategy's Expected Result/Impact: 50% reduction of the number of classroom disruptions.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Incorporate Cool Down Bins in each classroom so that students de-escalate and cope with what they are feeling in a manner that is more conducive to the classroom environment.</p> <p>Strategy's Expected Result/Impact: 50% reduction in the number of discipline referrals.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: Implement and organize a reward and incentive program for positive student behavior through PBIS to increase student citizenship and morale (Recognition of positive behavior using Gotcha Dollars, Get Your Bees during lunch, Grasshopper Rallies, Trophies from Specialty, Golden Grasshoppers, I noticed..., Acts of Kindness, and Student of the Month)</p> <p>Strategy's Expected Result/Impact: 35% increase in the number of positive office referrals. 50% reduction in the number of discipline referrals per grade level as compared to previous school year.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 5: Promote positive staff climate with a variety of incentives (daily water and snack station at teacher's lounge, teacher weekly, monthly and yearly rewards such as special parking spot, jean coupons, gift cards and more, weekly Shout Outs, Breakfast on PLC days, Teacher Appreciation Week, PIE breakfast at the beginning and end of the year, Special Coupon Award, HOP Club incentives/activities, and teacher recognition at rallies).</p> <p>Strategy's Expected Result/Impact: PLC Collaboration and support</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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


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


Evaluation Data Sources: Classroom rosters and teacher documentation

Summative Evaluation: None

Strategy 1: Attend job fairs and recruit early from pool of highly effective teachers in core academic subject areas. Strategy's Expected Result/Impact: Staffing complete before the academic school year begins Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: Assure all assignments and re-assignments are filled with highly effective staff. Strategy's Expected Result/Impact: All positions will be filled before the school year begins. Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 3: Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers. Strategy's Expected Result/Impact: 95% Retention of new teachers Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 4: Assess the staff development needs of those teachers not meeting highly effective standards and develop staff development growth plans. Strategy's Expected Result/Impact: Staff Development Needs Assessment Written Intervention Plan Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 5: Implement Teacher Intervention Plan for all non-highly effective teachers. Strategy's Expected Result/Impact: Intervention Plan on file and submitted to personnel within 6 weeks of hire. Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 6: Ensure campus personnel decision-makers are available during peak recruiting/hiring times. Strategy's Expected Result/Impact: Campus submits staffing assignments by June 30. Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 7: Encourage and solicit teachers to add subject area certifications with emphasis on ESL supplement. Strategy's Expected Result/Impact: Additional highly effective teachers with additional subject area certification. Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





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

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

Evaluation Data Sources: Reports for parent sessions, volunteers, and parent teacher conferences

Summative Evaluation: None

<p>Strategy 1: The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.</p> <p>Strategy's Expected Result/Impact: Increase in parental participation and students' academic success from prior year.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist</p> <p>Title I Schoolwide Elements: 3.1</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.</p> <p>Strategy's Expected Result/Impact: Increase the number of parents attendance from prior year.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Funding Sources: Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I, Part A - \$4,000, Materials for parent academic sessions - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$500</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Continue to hold weekly Student Support Team meetings to assess family needs and provide support for parents to promote their child's education.</p> <p>Strategy's Expected Result/Impact: 100% compliance with scheduled meetings</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: 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).</p> <p>Strategy's Expected Result/Impact: By the end of May, 95% of all the parents had attended at least one parent/teacher conference.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June





Strategy 5: Continue offering parent volunteer training. Strategy's Expected Result/Impact: 100% of our parents understanding of their roles as volunteers. Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 6: Continue to implement the WATCH D.O.G.S. program to encourage the support of positive male role models. Strategy's Expected Result/Impact: Continue promoting positive behavior and decrease the number of office referrals Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 7: Provide instructional field trips and encourage parents' help and participation. Strategy's Expected Result/Impact: Greater parental participation and students' academic success Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 8: Continue recruiting active parent and teacher members for PTO. Strategy's Expected Result/Impact: Organization of various committees to support school activities/events Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 9: Create and promote PTO committees for parental involvement. Strategy's Expected Result/Impact: Each committee will be in charge of supporting school activities/events. Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 10: Collaborate with community members and organizations to create and maintain partnerships to support students as life-long learners. Strategy's Expected Result/Impact: Receive contributions from PTO and PIE (Highlands Lynchburg Chamber of Commerce, and Enterprise) and attend the organizations' meetings/sessions to guarantee incentives in order to continue promoting students' success (citizenship, attendance, good behavior, academic performance etc.). Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist Counselor	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: Reports for computer program usage, sign in sheets from training, walk throughs

Summative Evaluation: None

<p>Strategy 1: Integrate technology into all content areas by using available resources (Waterford, and Imagine Learning, Seesaw) in order to enhance the curriculum and reduce the achievement gap for at-risk students with assistance from district-provided staff.</p> <p>Strategy's Expected Result/Impact: 80% increase student academic performance of the following groups:</p> <ol style="list-style-type: none"> 1. Bilingual Students 2. RTI targeted Students 3. Special Education Students 4. Migrant Students <p>Staff Responsible for Monitoring: Campus Administrators Teachers Campus Instructional Specialist Special Education Teacher</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Provide support to utilize Promethean boards, laptop carts, clickers, and associated technology for classrooms.</p> <p>Strategy's Expected Result/Impact: 100% of teachers and students utilize technology to impact learning.</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Instructional Leadership Team

Committee Role	Name	Position
Classroom Teacher	Bruce Cortez	SPED/Resource Teacher
Classroom Teacher	Lushine Cormier	Pre-K Teacher
Classroom Teacher	Melissa Gonzales	Pre-K Teacher
Classroom Teacher	Alexzandria Buckner	Kindergarten Teacher
Classroom Teacher	Amber Tanton	Kindergarten Teacher
Classroom Teacher	Maria Garza	Kindergarten Bil. Teacher
Classroom Teacher	Cassie Dutton	Kindergarten Teacher
Classroom Teacher	Crystal Mokhtari	First Grade Teacher
Classroom Teacher	Alyssa Rodriguez	First Grade Teacher
Classroom Teacher	Amanda Abonza	First Grade Teacher
Classroom Teacher	Mindi Garzoria	Art Teacher
Classroom Teacher	Melinda Trainer	PE Coach
Parent	Alejandra Sanchez	Parent
Parent	Juana Rodriguez	Parent
Community Representative	Frances Reeves	Community Representative
Community Representative	Melissa Harpster	Community Representative
Business Representative	Joel & Rainee Demott	Business Representative
Business Representative	Kelly Stockwell	Business Representative
CSSS	Soledad Harding	Campus Student Success Specialist
Administrator	Kurt David	Assistant Principal
CIS	Kayla Johnson	CIS
Administrator	Nieketta Batiste	Counselor
Campus At-Risk Interventionist	Linda Leatherwood	At-Risk Interventionist
Administrator	Maria Rosas	Principal

Demographics Committee

Committee Role	Name	Position
Classroom Teacher	Jessica Turpen	Pre-K Bil. Teacher
Administrator	Kurt David	Assistant Principal
Classroom Teacher	Kristina Gilliard	First Grade Teacher
Classroom Teacher	Donna Romero	SPED Teacher
Classroom Teacher	Sandra Cole	Kindergarten Bil. Teacher
Classroom Teacher	Mary Lindsey	PE Coach
Classroom Teacher	Deborah Rorie	First Grade Teacher
Classroom Teacher	Crystal Mokhtari	First Grade Teacher
Classroom Teacher	Michelle Santibanez	Kindergarten Teacher
Paraprofessional	Sandra Rodriguez	Bil. Paraprofessional
Parent	Erica Mondragon	Parent

Student Achievement Committee

Committee Role	Name	Position
CIS	Kayla Johnson	CIS
Administrator	Maria Rosas	Principal
Classroom Teacher	Rashida Bellard-Frank	Kindergarten Teacher
Classroom Teacher	Clarissa Castaneda	Kindergarten Teacher
Classroom Teacher	Melissa Gonzales	Pre-K Teacher
Classroom Teacher	Maria Diaz	First Grade Bil. Teacher
Classroom Teacher	Jayne Cessna	First Grade GATE Teacher
Classroom Teacher	Sandy Bocox	Music Teacher
Classroom Teacher	Lori Chartian	Kindergarten Teacher
Paraprofessional	Alyssa Santos	Paraprofessional
Parent	Michelle Burgete	Parent

Perception Committee

Committee Role	Name	Position
Administrator	Nieketta Batiste	Counselor
CSSS	Soledad Harding	Campus Student Success Specialist
Classroom Teacher	Mindi Garzoria	Art Teacher
Classroom Teacher	Melinda Trainer	PE Coach
Classroom Teacher	Ofelia Wells	PPCD Teacher
Librarian	Linda Willmann	Librarian
Classroom Teacher	Amy Paige	Kindergarten Teacher
Classroom Teacher	Cassie Dutton	Kindergarten Teacher
Classroom Teacher	Bruce Cortez	SPED/Resource Teacher
Classroom Teacher	Amanda Abonza	First Grade Teacher
Paraprofessional	Laura Andrade	SSI Paraprofessional
Parent	Alejandra Sanchez	Parent

Processes and Programs Committee

Committee Role	Name	Position
Campus At-Risk Interventionist	Linda Leatherwood	At-Risk Interventionist
CIS	Kayla Johnson	CIS
Classroom Teacher	Alyssa Rodriguez	First Grade Teacher
Classroom Teacher	Salvador Medellin	First Grade Bil. Teacher
Classroom Teacher	Maria Garza	Kindergarten Bil. Teacher
Classroom Teacher	Claire Lucke	First Grade Teacher
Classroom Teacher	Alexzandria Buckner	Kindergarten Teacher
Classroom Teacher	Lushine Cormier	Pre-K Teacher
Classroom Teacher	Amber Tanton	Kindergarten Teacher
Paraprofessional	Felicia Aramburo	PreK-Bil. Paraprofessional
Parent	Juana Rodriguez	Parent

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Instructional Coaching by Campus Instructional Specialist	Title I, Part A	\$65,000.00
3	1	3	Campus Student Success Specialist to support student success components	Title I, Part A	\$65,000.00
6	1	2	Campus Student Success Specialist to support parent academic training sessions	Title I, Part A	\$4,000.00
6	1	2	Materials for parent academic sessions	Title I, Part A Funds	\$500.00
Sub-Total					\$134,500.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Payroll costs for tutors and supplemental intervention materials	SCE Funds	\$8,000.00
2	1	1	Supplemental instructional materials	Bilingual/ESL Funds	\$500.00
2	1	2	Supplemental instructional materials	GT Funds	\$300.00
2	1	3	Supplemental instructional materials	Special Education Funds	\$400.00
Sub-Total					\$9,200.00
Grand Total					\$143,700.00