Goose Creek Consolidated Independent School District

Bonnie P. Hopper Primary

2021-2022 Campus Improvement Plan

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

B. P. Hopper is a Title I campus whose population consists of an early childhood program, prekindergarten, kindergarten, first grade and special education. The student body consists of 439 students: 55% male and 45% female. The majority of the students are Hispanic (61%) followed by White (28%), African American (7.52%) and Native American (.23%). Grade level ratios are as follows: EE (6 students), Prekindergarten (81 students), Kindergarten (185 students), and First Grade (167 students). Among these students, 74% are on free/reduced lunch. This population is served by 2 administrators, 33 teachers, 14 paraprofessionals, all whom are certified and highly qualified in their respective positions.

Demographics Strengths

Many factors impact the potential strength of a campus. The number of students at B. P. Hopper Primary, class size and teacher retention are among the strengths of this campus. Hopper does not see a lot of turnover. Class sizes were in the range of 13-18 for prekindergarten and kindergarten, giving teachers the ability to work closer with individual students and meet their needs. There are 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 among the different grade level teams. Hopper also counts 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.

Student Learning

Student Learning Summary

After analyzing several different types of data (formative, summative and diagnostic) including CBAs, Universal Screeners (TX-KEA/TPRI/Tejas LEE), guided reading scores, and CLI Engage (PreK), 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 RTI program in place, intervention time built into teacher's daily schedules, an at-risk interventionist, a CIS, and weekly planning/PLCs. After analyzing our 5th six weeks guided reading data, we noted 34% of kindergarten and first grade students were below grade level.

CBA

Grade Level & Program	Subject	%Passing MOY	% Passing EOY
FIRST GRADE			
Mainstream	ELA	94.2%	All students
Bilingual	ELA	90.62%	75.9%
Mainstream	Math	81.88%	All students
Bilingual	Math	90.62%	87.95%
Mainstream	Science	85.93%	All students
Bilingual	Science	93.75%	88.02%
KINDERGARTEN			
Mainstream	Science	88.51%	86.33%
Bilingual	Science	88.89%	86.84%
Mainstream	Math	N/A	91.3%
Bilingual	Math	N/A	92.11%

- **NOTE- *MOY/ELA Test was read to students. EOY/ELA Test students read independently.***

TPRI/Tejas LEE

KINDERGARTEN

ALL PROGRAMS	Level	BOY 181 STUDENTS	PROGRAM	EOY
ALL STUDENTS	ON TRACK	70.88%	MAINSTREAM	143 STUDENTS
			ON TRACK	86.71%
			SUPPORT	13.29%
	SUPPORT	29.12%	BILINGUAL	38 STUDENTS
			ON TRACK	89.47%
			SUPPORT	10.53%

TPRI/Tejas LEE

FIRST GRADE

ALL PROGRAMS	LEVEL	BOY 166 STUDENTS	EOY 167 STUDENTS
ALL STUDENTS	ON GRADE LEVEL	40.61%	70.06%
	BELOW GRADE LELVEL	59.39%	29.94%

GUIDED READING LEVELS

GRADE LEVEL	GRL	# OF STUDENTS
ALL KINDERGARTEN STUDENTS	BELOW GRADE LEVEL	48
	ON GRADE LEVEL	131
ALL FIRST GRADE STUDENTS	BELOW GRADE LEVEL	68
	ON GRADE LEVEL	95

Student Learning Strengths

- PLCs
- Interventionist-targeting needs/RTI process
- interventions built into schedule
- teachers sharing students
- trained personnel (at-risk interventionist and CIS)
- progress monitoring
- reading Academy for K and 1st grade teachers
- independent reading time
- collaboration ways to help students and provide intervention
- heavy focus on guided reading

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): An area of concern after analyzing our 5th six weeks guided reading data, 34% of kindergarten and first grade students are reading below grade level. **Root Cause:** Due to the lasting effects of COVID-19, many students entered the 2020-2021 school year not on grade level. Based on COVID restrictions, students had a limited accessibility to resources due to safety protocols.

School Processes & Programs

School Processes & Programs Summary

Considering the impact COVID had on the District, Hopper exceeded expectations set forth by the District. The campus implemented virtual learning for all classroom teachers, altered schedules when virtual learning was not effective in every classroom, to a schedule where there was virtual classroom at every grade level. The campus continued to conduct PLCs, planning, staff meetings, ILT, and professional development through Webex. Student achievement continued to be the focus of the campus and was monitored through disaggregation of data, RTI meetings and progress monitoring through interventions. Parents were notified of progress in RTI Tiers. Report cards and progress reports were sent home every six weeks. Instructional plans followed the scope and sequence and were aligned to curriculum. CFAs guided student success or lack of success with TEKS being taught. Students that did not progress were put in small groups to reteach skills being taught through interventions. Technology became an additional support for virtual learning as well as additional educational opportunities through Seesaw and programs such as Imagine Learning, Waterford, and Reading A-Z. Most students entered the 2020-2021 school year with deficits in learning, especially reading and math. Hopper administration, teachers, support staff working together provided a safe learning environment for all students.

School Processes & Programs Strengths

Hopper strengths consist of effective lessons that are aligned to TEKS with new focus on rigor and relevance due to skills lost during pandemic. Teachers attended mandatory HB3-Texas Reading Academies. In addition, teachers used instructional time to complete district and state mandated screeners. The campus administration, teachers, aides supported each other through these difficult requirements and handled the task with professionalism. Even with all the other factors due to COVID, curriculum was implemented with fidelity. Content and language objectives continued to be present in all lesson plans and classrooms as well as sheltered instruction strategies to promote language development for all students. Tutoring was based on students needs and was provided by classroom teachers and the at risk interventionist. Students that did not make progress were referred either to Special Education or 504/Dyslexia. Technology aided in meeting with parents for ARDS and 504 qualification meetings virtually instead of face to face. Academic achievement of all students remains the central focus on campus and would not be successful without the dedication and commitment of administration and staff at Hopper Primary.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There are not enough chargers, storage, and headphones for IPADS in the classroom. **Root Cause:** Every student was issued an IPAD to use at home and in the classroom. Headphones that were used in the past do not work with the new IPADS.

Perceptions

Perceptions Summary

According to survey results, Hopper students and staff feel the environment is safe and supportive. They value their relationships and have a clear understanding of the expectations. Our parents feel that the teachers are dedicated and focused on the students. Due to the COVID-19 pandemic, our parents did not feel welcomed because they were not allowed on campus. Learning the technology component was a challenge this year. When comparing the discipline incidents with administrative consequences from last year to this year, there has been a significant decrease.

Perceptions Strengths

- The school-wide and class specific PBIS systems are strong.
- The data shows a decrease in discipline incidents with administrative consequences.
- The parents, students, and staff speak highly of Hopper even in the midst of a pandemic.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Even though this year's data shows a decrease in discipline incidents with administrative consequences, the incidents still exist. The reports indicate infractions are committed repeatedly by same individuals. **Root Cause:** The wait time for a Functional Behavior Assessment, FBA, to be conducted for students impacts the timeliness of intervention.

Priority Problem Statements

Problem Statement 1: An area of concern after analyzing our 5th six weeks guided reading data, 34% of kindergarten and first grade students are reading below grade level.

Root Cause 1: Due to the lasting effects of COVID-19, many students entered the 2020-2021 school year not on grade level. Based on COVID restrictions, students had a limited accessibility to resources due to safety protocols.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain

Student Data: Assessments

- 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
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent 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

Strategy 1 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 90% of students at or above grade level according to CFA, Benchmark results, Guided Reading levels, Universal Screener, LAS and TELPAS scores for EL students by the end of May			
Staff Responsible for Monitoring: Campus Administrators			
Teachers			
CIS			
At-Risk Interventionist			
Title I Schoolwide Elements: 2.4			
Problem Statements: Student Learning 1			

Strategy 2 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 90% of students at or above grade level according to CFAs at the end of each unit			
Staff Responsible for Monitoring: Campus Administrators			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Chart students' Guided Reading Levels and CFA results in data folder to track progress and make instructional adjustments as needed for at-risk students.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 100% Implementation of instructional interventions based on student needs **Staff Responsible for Monitoring:** Teachers Campus Instructional Specialists Campus Administrators **Title I Schoolwide Elements:** 2.6			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Provide coaching support for classroom teachers, especially teachers new to the profession, grade level, or content area.	**Formative**		
Strategy's Expected Result/Impact: Teachers will show 90% student performance at or above grade level on Math and ELA CFAs and Units Tests.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialist **Funding Sources:** Instructional Coaching by Campus Instructional Specialist - Coordination of Local, State, and Federal Funds - Title I, Part A - $65,000			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: 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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: All essential standards are determined as prerequisites for each grade level K-2. HE/HO will meet once a semester to hold vertical alignment to analyze and maintain information between campuses regarding Essential Standards & Learning Targets to meet the academic needs of all 1st and 2nd grade students. **Staff Responsible for Monitoring:** Campus Administrators HO/HE Campus Instructional Specialist HO/HE Teachers HO/HE **Title I Schoolwide Elements:** 2.4			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: An area of concern after analyzing our 5th six weeks guided reading data, 34% of kindergarten and first grade students are reading below grade level. **Root Cause**: Due to the lasting effects of COVID-19, many students entered the 2020-2021 school year not on grade level. Based on COVID restrictions, students had a limited accessibility to resources due to safety protocols.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement the Dual Language One Way/ESL program so that ELs progress one language proficiency level yearly and reach English attainment within 3-5 years.	Formative		
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 **Staff Responsible for Monitoring:** Teachers Campus Administrators **Funding Sources:** Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - $500	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
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.	Formative		
Strategy's Expected Result/Impact: 100% of the GATE students will achieve above grade level EOY Guided Reading, and score 90% or better on EOY Math CBAs **Staff Responsible for Monitoring:** Campus Administrators Teachers **Funding Sources:** Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - $300	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
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.	Formative		
Strategy's Expected Result/Impact: 90% of all Special Education Students will master their individualized goals at the end of the school year. **Staff Responsible for Monitoring:** Teachers Campus Administrators **Funding Sources:** Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - $400	Nov	Feb	June

Strategy 4 Details	Formative Reviews		

Strategy 4: Provide staff development as needed to address needs in core content areas, technology, at-risk students and target sub populations.
    Strategy's Expected Result/Impact: 100% of teachers provide interventions during scheduled intervention time
    Staff Responsible for Monitoring: Campus Administrators
 	
    Title I Schoolwide Elements: 2.5
	Formative		

	Nov	**Feb**	**June**
0% No Progress	100% 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide students who have been identified with attendance, academic, or behavior needs with the resources offered through the CSSS and CYS staff.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in student success.			
Staff Responsible for Monitoring: Campus Administrators Campus Student Success Specialist Community Youth Specialist			
Funding Sources: Campus Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I, Part A - $65,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: 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)	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 100% of general education students at or above grade level by the end of May 90% of bilingual students at or above grade level by the end of May 80% of SPED students at or above grade level by the end of May			
Staff Responsible for Monitoring: Campus Administrators			
Title I Schoolwide Elements: 2.6 - **Additional Targeted Support Strategy**			
Funding Sources: Payroll costs for tutors and supplemental intervention materials - Coordination of Local and State Funds - SCE Funds - $8,000			

Strategy 3 Details	Formative Reviews		

Strategy 3: Promote 96 % or above attendance school-wide and incorporate incentive programs for students through PBIS and CATCH Frameworks.
 	
    Strategy's Expected Result/Impact: The targeted attendance percentage is 96% or above.
 	
    Staff Responsible for Monitoring: Attendance Clerk
Campus Student Success Specialist
Campus Administrators
Counselor
Teachers
PBIS
CATCH Team
	Formative		

	Nov	**Feb**	**June**

Strategy 4 Details	Formative Reviews		

Strategy 4: Increase students' knowledge about college and career planning through activities that support and promote college and career readiness and awareness.
 	
    Strategy's Expected Result/Impact: Classroom/Students' participation in college and career week
College and Career Day
 	
    Staff Responsible for Monitoring: Campus Administrators
Counselor
Campus Student Success Specialist
	Formative		

	Nov	**Feb**	**June**

Strategy 5 Details	Formative Reviews		

Strategy 5: Continue the use of administrators to help develop a plan for students who are missing class due to inappropriate behaviors in the classroom.
 	
    Strategy's Expected Result/Impact: 50% decrease of the number of Office Referrals per grade level as compared to the previous school year.
 	
    Staff Responsible for Monitoring: Campus Administrators
	Formative		

	Nov	**Feb**	**June**

0% No Progress	100% 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 Social Skills Groups, PBIS and CATCH models schoolwide.

    Evaluation Data Sources: Discipline Reports

Strategy 1 Details	Formative Reviews		

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.
    Strategy's Expected Result/Impact: Group participants will show a 50% reduction in the number of their discipline referrals.
    Staff Responsible for Monitoring: Counselor
	Formative		

	Nov	**Feb**	**June**

Strategy 2 Details	Formative Reviews		

Strategy 2: Teachers will 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.
    Strategy's Expected Result/Impact: 50% reduction of the number of classroom disruptions.
    Staff Responsible for Monitoring: Campus Administrators
Campus Student Success Specialist
Teachers
	Formative		

	Nov	**Feb**	**June**

Strategy 3 Details	Formative Reviews		

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.
    Strategy's Expected Result/Impact: 50% reduction in the number of discipline referrals.
    Staff Responsible for Monitoring: Campus Administrators
Counselor
Teachers
	Formative		

	Nov	**Feb**	**June**

Strategy 4 Details	Formative Reviews		

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, Grasshopper Rallies, Trophies from Specialty, Golden Grasshoppers, I noticed..., and Acts of Kindness)
    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.
    Staff Responsible for Monitoring: Campus Administrators
Campus Student Success Specialist
Teachers
	Formative		

	Nov	**Feb**	**June**

Strategy 5 Details	Formative Reviews		
Strategy 5: Promote positive staff climate with a variety of incentives (weekly water and snack station in teacher's lounge, teacher weekly, monthly and yearly rewards such as teacher treasure chest, jean coupons, gift cards and more, weekly Shout Outs, Breakfast on PLC days, Teacher Appreciation Week, PTO breakfast at the beginning and end of the year, Special Coupon Award, HOP Club incentives/activities, and teacher recognition at rallies).	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: PLC Collaboration and support **Staff Responsible for Monitoring:** Campus Administrators Campus Student Success Specialist			
0% No Progress 100% 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Attend job fairs and recruit early from pool of highly effective teachers in core academic subject areas.	**Formative**		
Strategy's Expected Result/Impact: Staffing complete before the academic school year begins	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			

Strategy 2 Details	Formative Reviews		
Strategy 2: Assure all assignments and re-assignments are filled with highly effective staff.	**Formative**		
Strategy's Expected Result/Impact: All positions will be filled before the school year begins.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			

Strategy 3 Details	Formative Reviews		
Strategy 3: Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.	**Formative**		
Strategy's Expected Result/Impact: 95% Retention of new teachers	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			

Strategy 4 Details	Formative Reviews		
Strategy 4: Assess the staff development needs of those teachers not meeting highly effective standards and develop staff development growth plans.	**Formative**		
Strategy's Expected Result/Impact: Staff Development Needs Assessment	**Nov**	**Feb**	**June**
Written Intervention Plan			
Staff Responsible for Monitoring: Campus Administrators			

Strategy 5 Details	Formative Reviews		
Strategy 5: Implement Teacher Intervention Plan for all non-highly effective teachers.	**Formative**		
Strategy's Expected Result/Impact: Intervention Plan on file and submitted to personnel within 6 weeks of hire.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			

Strategy 6 Details		Formative Reviews		
Strategy 6: Encourage and solicit teachers to add subject area certifications with emphasis on ESL supplement.		**Formative**		
Strategy's Expected Result/Impact: Additional highly effective teachers with additional subject area certification. **Staff Responsible for Monitoring:** Campus Administrators		**Nov**	**Feb**	**June**

0% No Progress   100% 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

Strategy 1 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in parental participation and students' academic success from prior year. **Staff Responsible for Monitoring:** Campus Administrators Campus Student Success Specialist **Title I Schoolwide Elements:** 3.1			

Strategy 2 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase the number of parents attending from prior year. **Staff Responsible for Monitoring:** Campus Administrators Campus Student Success Specialist **Title I Schoolwide Elements:** 3.2 **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			

Strategy 3 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 100% compliance with scheduled meetings **Staff Responsible for Monitoring:** Campus Administrators Campus Student Success Specialist			

Strategy 4 Details	Formative Reviews		
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).	**Formative**		
Strategy's Expected Result/Impact: By the end of May, 95% of all the parents had attended at least one parent/teacher conference. **Staff Responsible for Monitoring:** Campus Administrators Campus Student Success Specialist Teachers	**Nov**	**Feb**	**June**

Strategy 5 Details	Formative Reviews		
Strategy 5: Continue offering parent volunteer training.	**Formative**		
Strategy's Expected Result/Impact: 100% of our parents understanding their roles as volunteers. **Staff Responsible for Monitoring:** Campus Administrators Campus Student Success Specialist Teachers	**Nov**	**Feb**	**June**

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide instructional field trips and encourage parents' help and participation.	**Formative**		
Strategy's Expected Result/Impact: Greater parental participation and students' academic success **Staff Responsible for Monitoring:** Campus Administrators Campus Student Success Specialist	**Nov**	**Feb**	**June**

Strategy 7 Details	Formative Reviews		
Strategy 7: Continue recruiting active parents, create and promote PTO committees for parental involvement, and teacher members for PTO.	**Formative**		
Strategy's Expected Result/Impact: Organization of various committees to support school activities/events. Each committee will be in charge of supporting school activities/events. **Staff Responsible for Monitoring:** Campus Administrators Campus Student Success Specialist	**Nov**	**Feb**	**June**

Strategy 8 Details	Formative Reviews

Strategy 8 Details		Formative Reviews
Strategy 8: Collaborate with community members and organizations to create and maintain partnerships to support students as life-long learners.		**Formative**
		Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Receive contributions from PTO and PIE (Enterprise and Highlands Lynchburg Chamber of Commerce) 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				

0% No Progress   100% 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

Strategy 1 Details	Formative Reviews		
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.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: 80% increase student academic performance of the following groups: 1. Bilingual Students 2. RTI targeted Students 3. Special Education Students 4. Migrant Students **Staff Responsible for Monitoring:** Campus Administrators Teachers Campus Instructional Specialist Special Education Teacher			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide support to utilize Promethean boards, laptop carts, and associated technology for classrooms.	Formative		
Strategy's Expected Result/Impact: 100% of teachers and students utilize technology to impact learning. **Staff Responsible for Monitoring:** Teachers Campus Administrators	Nov	Feb	June

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Instructional Coaching by Campus Instructional Specialist	Title I, Part A	$65,000.00
3	1	1	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**
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
3	1	2	Payroll costs for tutors and supplemental intervention materials	SCE Funds	$8,000.00
				Sub-Total	$9,200.00
				Grand Total	$143,700.00