Goose Creek Consolidated Independent School District

Bonnie P. Hopper Primary

2022-2023 Campus Improvement Plan

Accountability Rating: C

Public Presentation Date: November 3, 2022

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.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Hopper Primary 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 463 students: 51% male and 49% female. The majority of the students are Hispanic (64.58%) followed with White (21.60%), African-American (8.42%), and Native American (.4%). The following data reflects the student demographics and students by programs:Pre-Kindergarten (100 students), Kindergarten (168 students), First Grade (183), Bilingual (104 students), EE(12 students),and Special Programs (51 students). Among these students, 83% are on free/reduced lunch. This population is served by 2 administrators, 28 teachers and 13 paraprofessionals, all of whom are certified and highly qualified in their respective positions.

Demographics Strengths

Many factors impact the potential strength of a campus. 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 20-22 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 PLC Collaborations. Hopper also counts the 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 has consistently focused on improving attendance. Attendance has decreased in the current year and the campus has been unable to meet district goals. **Root Cause:** The COVID pandemic has caused attendance to decrease. In addition, Hopper is affected by the ages of the student body in which the students are more susceptible to illnesses. 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

Kindergarten and First Grade Teachers analyze the data in their guided reading tracking folder every 4.5 weeks to determine student growth and adjust as needed. We have determined that we are continuing to show growth overall. We have an abundance of strengths that allow us to ensure that all students are showing growth. These strengths include having a systematic RtI program in place, intervention time built into teacher's daily schedules, guided reading time built into teacher's daily schedule with half-groups, an At Risk Interventionist, a part time tutor, a CIS, and weekly planning/PLCs.

TPRI GRADE 1 BOY 2021-2022	
TOTAL	**169 STUDENTS**
1 Masters	40 students= 23.7%
2 Meets	35 students= 20.7%
3 Approaches	33 students= 19.5%
4 Does Not Meet	39 students= 23.1%
5 Does Not Meet	22 students= 13.0%

TPRI GRADE 1 EOY 2021-2022	
TOTAL	**178 STUDENTS**
1 Masters	121 students=68.0%
2 Meets	35 students=19.7%
3 Approaches	9 students= 5.1%
4 Does Not Meet	8 students=4.5%
5 Does Not Meet	5 students=2.8%

GUIDED READING EOY 2021-2022		
GRADE	**GUIDED READING LEVEL**	**TOTAL**

GUIDED READING EOY 2021-2022		
ALL KINDERGARTEN	LEVEL B/2 OR BELOW	21 STUDENTS
	LEVEL C/3 OR HIGHER	152 STUDENTS
ALL FIRST GRADE	LEVEL G/12 OR BELOW	55 STUDENTS
	LEVEL H/14 OR HIGHER	123 STUDENTS

Student Learning Strengths

- Vertical Alignment with Highlands Elementary
- PLCs
- Interventionist-targeting needs/RtI process
- Intervention time built into schedule
- Teachers sharing students
- Trained personnel (At-Risk Interventionist and CIS)
- 1 Tutor
- Progress monitoring system in place
- Professional Developments (Phonological Awareness-Region 4, TPRI Intervention Activities, Waterford, and Guided Reading Refresher Course)
- Instructional Rounds
- Independent Reading Time
- Collaboration
- Heavy focus on guided reading
- Guided reading tracking folder

School Processes & Programs

School Processes & Programs Summary

Weekly PLCs and planning are conducted to ensure instruction is aligned to the district scope and sequence, to review student data, and discuss student progress. Guided reading levels are tracked every six weeks. RTI meetings are scheduled every six weeks. Student data is reviewed and interventions are determined. Scientifically-based curriculum such as Fountas and Pinnel, Mission Math, and Pearson are aligned to TEKS. Students are screened for math and reading at the beginning, middle, and end of the school year. Data from the screeners, CFAs and phonics assessments drive instruction. In addition, programs such as Waterford, Reading A-Z, Seesaw, and Imagine Learning enhance student learning. Learning intentions and success criteria are used throughout the lessons to reinforce language development and student understanding. The Dual Language Program was implemented where the English was taught one day and Spanish the next day. Teacher growth and guidance is supported by walkthroughs and evaluations. ILT monitors students and campus growth by utilizing guided reading data, unit assessments, and universal screeners. Teachers are supported through mentor programs, CIS, and Reading Academy.

School Processes & Programs Strengths

Hopper administrators, teachers, and support staff continue to ensure that all students progress academically, and provide students with strong foundational skills to move on to the next grade level. They support each other with planning, interventions, and tutorials. Staff and students are provided with a positive working environment. The campus has access to state of the art technology to prepare students with the most advanced learning opportunities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: I-Pads are not always charged when students need to use them. **Root Cause:** Students do not charge their I-Pads at home. There are not enough charging stations and electrical strips for classroom I-Pads.

Perceptions

Perceptions Summary

The parents we interviewed feel we communicate with them, they are well informed, and they understand how to support their students. The students feel that the teachers and students are nice. The staff describes the school as focused on student achievement, inviting, friendly, and caring. They also feel that the administrative staff supports with discipline concerns. When comparing the discipline data between last year (August 1, 2020 to March 31, 2021) and this year (August 1, 2021 to March 31, 2022), there has been a significant increase school-wide with the largest in bus referrals.

Perceptions Strengths

Even with a partial year of parents not being able to freely be on campus, our parents continue to have positive things to say about Hopper.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a significant increase in discipline referrals. **Root Cause:** Students are showing deficits in basic social skills due to the limitations that were enforced as a result of the Corona Virus Pandemic (social distancing, shields for desks, face masks, eating in the classroom, not sharing instructional materials, not playing in the playground together, etc.) during the 2020-2021 school year.

Priority Problem Statements

Problem Statement 1: B. P. Hopper has consistently focused on improving attendance. Attendance has decreased in the current year and the campus has been unable to meet district goals.

Root Cause 1: The COVID pandemic has caused attendance to decrease. In addition, Hopper is affected by the ages of the student body in which the students are more susceptible to illnesses. 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: There is a significant increase in discipline referrals.

Root Cause 2: Students are showing deficits in basic social skills due to the limitations that were enforced as a result of the Corona Virus Pandemic (social distancing, shields for desks, face masks, eating in the classroom, not sharing instructional materials, not playing in the playground together, etc.) during the 2020-2021 school year.

Problem Statement 2 Areas: Perceptions

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, Guided Reading levels, Universal Screener, LAS and TELPAS scores for Emergent Bilingual (EB) students by the end of May			
Staff Responsible for Monitoring: Campus Administrators			
Teaching Learning Coach			
Title I:			
2.4			

Strategy 2 Details	Formative Reviews		
Strategy 2: Use Teaching Learning Coach (TLC), 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 increased learning time and a well rounded education to close 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			
Title I:			
2.5			

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		
Strategy's Expected Result/Impact: 100% Implementation of instructional interventions based on student needs **Staff Responsible for Monitoring:** Campus Administrators Teaching Learning Coach	**Nov**	**Feb**	**June**

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. **Staff Responsible for Monitoring:** Campus Administrators Teaching Learning Coach **Funding Sources:** Costs for Teaching and Learning Coach - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - $65,000	**Nov**	**Feb**	**June**

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		
Strategy's Expected Result/Impact: All essential standards are determined as prerequisites for each grade level K-2. Kindergarten and First Grade teachers will meet once a semester to hold vertical alignment to analyze and maintain information between grade levels regarding Essential Standards & Learning Targets to meet the academic needs of all Kindergarten and 1st Grade students. **Staff Responsible for Monitoring:** Campus Administrators Teaching Learning Coach	**Nov**	**Feb**	**June**

0% No Progress   100% 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: Common Formative Assessments, Universal Screener

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement the Dual Language One Way/ESL program so that Emergent Bilingual students progress one language proficiency level yearly and reach English attainment within 3-5 years.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: 90% of 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: Campus Administrators
Teaching Learning Coach
 	
    Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - $500			

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 CFAs.	**Formative**		
	Nov	**Feb**	**June**

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 CFAs
    Staff Responsible for Monitoring: Campus Administrators
Teaching Learning Coach
 	
    Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - $300			

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**		
	Nov	**Feb**	**June**

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: Campus Administrators
Teaching Learning Coach
 	
    Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - $400			

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
Teaching Learning Coach
	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 Funds - $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: 90% of general education students at or above grade level by the end of May 90% of emergent bilingual students at or above grade level by the end of May 80% of SPED students will master their IEPs by the end of May **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 2.6 **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: Campus Administrators
    PBIS
 	
    Problem Statements: Demographics 1
	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
	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 in the number of Office Referrals by classroom teachers 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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: B. P. Hopper has consistently focused on improving attendance. Attendance has decreased in the current year and the campus has been unable to meet district goals. **Root Cause**: The COVID pandemic has caused attendance to decrease. In addition, Hopper is affected by the ages of the student body in which the students are more susceptible to illnesses. 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.

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 social skills groups to directly teach social skills and/or problem-solving situations with behaviors to help reduce discipline referrals and bullying incidents.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Group participants will show a 50% reduction in the number of their discipline referrals.
    Staff Responsible for Monitoring: Campus Administrators
Counselor
 	
    Problem Statements: Perceptions 1			

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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 50% reduction of the number of classroom disruptions. **Staff Responsible for Monitoring:** Campus Administrators Counselor			

Strategy 3 Details	Formative Reviews		
Strategy 3: 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...,Kind Cart, Hopper Market, and Acts of Kindness)	**Formative**		
	Nov	**Feb**	**June**
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 PBIS TEAM			

Strategy 4 Details	Formative Reviews		

Strategy 4: 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, Weekly Teacher Recognition, 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).
    Strategy's Expected Result/Impact: PLC Collaboration and support
    Staff Responsible for Monitoring: Campus Administrators
	Formative		

	Nov	**Feb**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: There is a significant increase in discipline referrals. **Root Cause**: Students are showing deficits in basic social skills due to the limitations that were enforced as a result of the Corona Virus Pandemic (social distancing, shields for desks, face masks, eating in the classroom, not sharing instructional materials, not playing in the playground together, etc.) during the 2020-2021 school year.

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 **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**

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. **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**

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 **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**

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 Written Intervention Plan **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**

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. **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**

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:
4.1			

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:
4.2
    Funding Sources: Materials for parent academic sessions - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - $500, Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - $4,000			

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 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). **Strategy's Expected Result/Impact:** By the end of May, 95% of all the parents will have attended at least one parent/teacher conference. **Staff Responsible for Monitoring:** Campus Administrators	**Formative**		
	Nov	**Feb**	**June**

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

Strategy 6 Details	**Formative Reviews**		
Strategy 6: 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	**Formative**		
	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. **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	**Formative**		
	Nov	**Feb**	**June**

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. **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	**Formative**		
	Nov	**Feb**	**June**

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 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. Emergent Bilingual Students 2. RTI targeted Students 3. Special Education Students 4. Migrant Students **Staff Responsible for Monitoring:** Campus Administrators Teaching Learning Coach			

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:** Campus Administrators Technology Specialist	**Nov**	**Feb**	**June**

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

Campus Funding Summary

<table>
<tr><td colspan="6" align="center">Coordination of Local, State, and Federal Funds</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>4</td><td>Costs for Teaching and Learning Coach</td><td>Title I, Part A Funds</td><td>$65,000.00</td></tr>
<tr><td>3</td><td>1</td><td>1</td><td>Campus Student Success Specialist to support student success components</td><td>Title I, Part A Funds</td><td>$65,000.00</td></tr>
<tr><td>6</td><td>1</td><td>2</td><td>Campus Student Success Specialist to support parent academic training sessions</td><td>Title I, Part A Funds</td><td>$4,000.00</td></tr>
<tr><td>6</td><td>1</td><td>2</td><td>Materials for parent academic sessions</td><td>Title I, Part A Funds</td><td>$500.00</td></tr>
<tr><td colspan="5" align="right">Sub-Total</td><td>$134,500.00</td></tr>
<tr><td colspan="6" align="center">Coordination of Local and State Funds</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>2</td><td>1</td><td>1</td><td>Supplemental instructional materials</td><td>Bilingual/ESL Funds</td><td>$500.00</td></tr>
<tr><td>2</td><td>1</td><td>2</td><td>Supplemental instructional materials</td><td>GT Funds</td><td>$300.00</td></tr>
<tr><td>2</td><td>1</td><td>3</td><td>Supplemental instructional materials</td><td>Special Education Funds</td><td>$400.00</td></tr>
<tr><td>3</td><td>1</td><td>2</td><td>Payroll costs for tutors and supplemental intervention materials</td><td>SCE Funds</td><td>$8,000.00</td></tr>
<tr><td colspan="5" align="right">Sub-Total</td><td>$9,200.00</td></tr>
</table>