Goose Creek Consolidated Independent School District

Bonnie P. Hopper Primary

2023-2024 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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Demographics

Demographics Summary

Hopper Primary is a primary campus serving 396 students consisting of kindergarten and first grade, as well as an early education program and a SILC program. The students consist of 188 females(47.47%) and 208 males (52.53%) students. The majority of the students are Hispanic (65%) followed by White (24%), Black (7%) and Asian (1%). The program population consists of 195 kindergarten students, 178 first grade students and 23 early education students. The programs provided by Hopper are Dual Language One Way, ESL, Gifted and Talented, SPED as well as Dyslexia and Speech services. Hopper is a Title I school with 329 students are economically disadvantaged. The student body is served by 2 administrators, 26 teachers, 10 paraprofessionals, 3 daily substitute teachers all of whom are certified and highly qualified in their fields. The teacher retention rate is high at Hopper. Nevertheless, attendance is a concern at our campus. Our yearly rate was 92.77%. For the 2023-2024 school year, Hopper Primary will serve PreK, Kindergarten and ESCE students.

Demographics Strengths

Many factors impact the potential strength of our campus. The number of students at B. P. Hopper, class size and teacher retention are among the strengths of this campus. Hopper does not see a lot of turnover. Class sizes were 20-21 for Kindergarten and first grade giving teachers the ability to work closer with individual students and meet their needs. In addition, communication and support from administrators are factors that contribute to teacher retention.

Problem Statements Identifying Demographics Needs

Problem Statement 1: B. P. Hopper makes student attendance a priority. We implement initiatives, incentives and communication to improve daily rates. Despite coming close, Hopper has been unable to meet the district goals.   **Root Cause:** The age group of the population and illness susceptibility lead to higher absences as well as students who continue to have unexcused chronic absences

Student Learning

Student Learning Summary

Teachers analyze the data in their guided reading tracking folder every 4.5 weeks to determine student growth and adjust guided reading groups and instructional targets as needed. 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 teachers' daily schedule, guided reading time built into daily schedules with half-groups , an at-risk interventionist, two tutors, a TLC, and weekly planning/PLCs.

Student Learning Strengths

- PLCs
- Interventionist-targeting needs/RTI process
- Intervention time built into schedules
- Teachers sharing students (mClass) for interventions
- Trained personnel (at-risk interventionist and TLC).
- Two tutors
- Progress monitoring system in place
- Professional Developments (phonological awareness, NWEA, mClass interventions, and guided reading)
- Instructional rounds
- Collaboration
- Heavy focus on guided reading
- Guided reading tracking folder
- Planned interventions

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students that are not reading at or above grade level continue to be a concern even though each student has a plan in place for either through RTI, classroom interventions, and/or special program.   **Root Cause:** The root cause for this school year appears to be attributed to student's attendance issues, high mobility, and late enrollments.

School Processes & Programs

School Processes & Programs Summary

After reviewing and responding to questions by the committee, it was determined that Hopper Primary effectively disaggregates data to drive instruction. We adhere to the scope and sequence and TEKS to ensure that instruction is cognitively challenging. In addition, the data is used to determine interventions and to provide support to students as needed (to enrich or remediate). Progress is tracked through MAP Growth screeners, CUA,TELPAS, Eureka Assessments, and Guided Reading levels. ILT ensures that campus goals are being met using data from PLCs. If a student is not making progress, then an intervention plan is put in place through RTI. The RTI meetings are conducted every six weeks. Parents are notified when a student is placed in RTI. If students do not make progress with interventions, then a referral for testing is recommended. Progress monitoring is utilized with MAP Growth fluency and through mClass phonics for reading. Professional development strategies are implemented and routinely used in classrooms. Tutoring is provided during AI with teachers and outside tutors. Technology supports the classroom with the use of programs and apps such as Eureka Math, RAZ Kids, Unique, Seesaw, MAP Growth and Promethean Boards for every classroom. In addition, IPads are provided to every student on campus.

School Processes & Programs Strengths

Hopper Primary uses data to ensure all students are provided with instruction that is rigorous and relevant. In order to ensure all students are receiving quality instruction, lessons are prepared and planned to be academically challenging, scaffolds and differentiation are used routinely in the classroom, and techniques that are scientifically based and aligned to the TEKS are also used.

Perceptions

Perceptions Summary

Based on our parent surveys, they feel Hopper is a safe place to learn and make mistakes. They also indicated that the school is secure, inviting, and offers great family night events. The Parent Teacher Organization (PTO) plays a key role in engaging the parents involvement in school events. In addition, the staff describes the school as having clear expectations, consistent follow through, and a respectful and supportive environment. The students also described the school as a safe place where they can ask for help. The discipline data shows a decrease in incidents with administrative consequences.

Perceptions Strengths

Several strengths have been identified through this process:

- The students feel safe.
- The students know they can ask an adult for help.
- The staff feels supported with academics and behavior.
- The parents feel good about sending their kids to Hopper.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The students lack intrinsic motivation in showing compliance with the expectations.   **Root Cause:** This lack of intrinsic motivation may be linked to weaknesses or challenges in executive function.

Priority Problem Statements

Problem Statement 1: Students that are not reading at or above grade level continue to be a concern even though each student has a plan in place for either through RTI, classroom interventions, and/or special program.

Root Cause 1: The root cause for this school year appears to be attributed to student's attendance issues, high mobility, and late enrollments.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The students lack intrinsic motivation in showing compliance with the expectations.

Root Cause 2: This lack of intrinsic motivation may be linked to weaknesses or challenges in executive function.

Problem Statement 2 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

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: B. P. Hopper Early Learning Academy will implement an instructional program to ensure academic success for each student.

Evaluation Data Sources: Fueling Brains Assessments , Eureka Math and Universal Screener

Strategy 1 Details	Formative Reviews		
Strategy 1: Disaggregate and analyze test data to target specific objectives and determine areas of concern among various student groups.	**Formative**		
Strategy's Expected Result/Impact: 90% of students will be at or above grade level according to CLI screener data, Guided Reading levels, Fueling Brains Assessments, Universal Screener, LAS and TELPAS scores for Emergent Bilingual (EB) students by the end of May.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators Brain Coach **Title I:** 2.4			

Strategy 2 Details	Formative Reviews		
Strategy 2: Facilitate weekly grade level Collaborative PLC to focus on effective instructional planning and data review.	**Formative**		
Strategy's Expected Result/Impact: 90% of students will demonstrate growth in both academic and behavior areas in MOY and EOY assessments.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators Brain Coach **Title I:** 2.5			

Strategy 3 Details	Formative Reviews		
Strategy 3: Chart students' Guided Reading Levels and CUA 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	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators Brain Coach			

Strategy 4 Details	Formative Reviews		
Strategy 4: Effectively implement with fidelity the district academic and behavioral research-based curriculum for the PK students.	**Formative**		
Strategy's Expected Result/Impact: 95% Increase in student cognitive function development and teacher effectiveness with instructional and behavioral strategies as measured by assessment. **Staff Responsible for Monitoring:** Campus Administrators Brain Coach Counselor **Funding Sources:** Certified teachers and instructional support staff salaries- 50% - Coordination of Local and State Funds - Early Education Allotment - $350,000	**Nov**	**Feb**	**June**

Strategy 5 Details	Formative Reviews		
Strategy 5: Effectively implement with fidelity the district academic and behavioral research-based curriculum for Kindergarten students.	**Formative**		
Strategy's Expected Result/Impact: 95% Increase in student cognitive function development and teacher effectiveness with instructional and behavioral strategies	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators Brain Coach Counselor			

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 Unit Assessments, Universal Screener

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement the Dual Language One Way/ESL program that increases Emergent Bilingual students language proficiency.	**Formative**		
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. **Staff Responsible for Monitoring:** Campus Administrators Brain Coach **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 Unique Curriculum in ECSE Program so that all Special Education students are taught in the least restrictive environment as indicated in their IEP.	**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 Brain Coach **Funding Sources:** Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - $400			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide staff development as needed to address needs in core content areas and behavior to ensure students have the opportunity to develop their cognitive flexibility and inhibitory control.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 100% of teachers implement programs with fidelity and effectively. Increase in students' Executive Functions as measured by Fueling Brains. **Staff Responsible for Monitoring:** Campus Administrators Brain Coach			

Strategy 4 Details	Formative Reviews		
Strategy 4: Implement the Fueling Brains curriculum with fidelity.	**Formative**		
Strategy's Expected Result/Impact: 95% student academic and behavioral improvement throughout the school year and on grade level performance on the EOY CLI screeners and Fueling Brains Assessments. **Staff Responsible for Monitoring:** Campus Administrators Brain Coach	**Nov**	**Feb**	**June**

Strategy 5 Details	Formative Reviews		
Strategy 5: 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 both academic and behavior areas. **Staff Responsible for Monitoring:** Campus Administrators Brain Coach **Funding Sources:** Costs for Brain Coach - Coordination of Local and State Funds - EEA Funds - $65,000	**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: 100% support to all students identified with attendance, academic or behavior needs. Utilize SST forms to track support.
    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 and extra personnel 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 in reading by the end of May
90% of emergent bilingual students at or above grade level in reading 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 - $4,000			

Strategy 3 Details	Formative Reviews		

Strategy 3: Promote 96 % or above attendance school-wide and incorporate incentive programs for students through Executive Function, the Grasshopper Way and CATCH Frameworks.
    Strategy's Expected Result/Impact: The targeted attendance percentage is 96% or above.
    Staff Responsible for Monitoring: Campus Administrators
    PBIS
	Formative		

	Nov	Feb	June

Strategy 4 Details	Formative Reviews		

Strategy 4: Increase students' knowledge about college and career planning through campus wide activities that support and promote college and career readiness and awareness.
    Strategy's Expected Result/Impact: 100% 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

Strategy 6 Details	Formative Reviews		

Strategy 6: Implement weekly announcements celebrating classrooms with perfect attendance.
    Strategy's Expected Result/Impact: Increase student overall attendance to 96%.
    Staff Responsible for Monitoring: Campus Administrators
    Campus Student Success Specialist
    Counselor
	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, Executive Function the Grasshopper Way and CATCH models schoolwide.

    Evaluation Data Sources: Discipline Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize weekly guidance classes/character education lessons, social skills groups, and Fueling Brains Curriculum 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 from BOY to EOY. Improve student academic and behavioral performance on the EOY CLI and Fueling Brain Assessments. **Staff Responsible for Monitoring:** Campus Administrators Counselor			

Strategy 2 Details	Formative Reviews		
Strategy 2: Incorporate Fueling Brains Peace Corners (calming/thinking area) in each classroom to provide opportunities for self-control.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 50% reduction of the number of classroom disruptions from BOY to EOY.. **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 the Executive Function the Grasshopper Way plan to increase student inhibitory control (Recognition of positive behavior using Golden Grasshoppers, I noticed...,Kind Cart, and Acts of Kindness)	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 35% increase in the number of positive office referrals from BOY to EOY. 50% reduction in the number of discipline referrals per grade level as compared to previous school year. **Staff Responsible for Monitoring:** Campus Administrators Counselor			

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 Spin the Wheel, 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, and HOP Club incentives/ activities).	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 90%-100% Teacher support/approval as measured by culture and climate survey. **Staff Responsible for Monitoring:** Campus Administrators			
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: 100% 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: Encourage and solicit teachers to add subject area certifications with emphasis on ESL supplement.	**Formative**		
Strategy's Expected Result/Impact: 50% Increase in highly effective teachers with additional subject area certification from previous year.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			

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 as a venue to inform and educate.

 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 by 50%. **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 universities, 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: 90% of parent involvement that promote academic success. **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: Foster communication between school and home to support ongoing student success (newsletters, daily folders, school messenger, home visits, parent conferences, post cards, social media, and positive phone calls).	Formative		
	Nov	**Feb**	**June**
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			

Strategy 5 Details	Formative Reviews		
Strategy 5: 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 attend ALL the organizations' meetings/sessions to guarantee incentives in order to continue promoting students' success (attendance, good behavior, academic performance etc.). **Staff Responsible for Monitoring:** Campus Administrators			

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide parent sessions that address topics on the Fueling Brains related to parents as teachers.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 90% parental participation and student academic success. **Staff Responsible for Monitoring:** Campus Administrators Counselor Campus Student Success Specialist			

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 to enhance learning and instruction.

    Evaluation Data Sources: Reports for computer program usage and walk throughs

Strategy 1 Details	Formative Reviews		
Strategy 1: Integrate technology into the interactive themed classrooms as specified by PK guidelines.	**Formative**		
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 Brain Coach	**Nov**	**Feb**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide support to utilize technology built into the curriculum for Kindergarten.	**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**

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide opportunities for training on the usage of the technology components built into the thematic experiences.	**Formative**		
Strategy's Expected Result/Impact: 100% of teachers utilize technology to impact learning. **Staff Responsible for Monitoring:** Campus Administrators Brain Coach	**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**
3	1	1	Campus Student Success Specialist to support student success components	Title I, Part A Funds	$65,000.00
6	1	2	Campus Student Success Specialist to support parent academic training sessions	Title I, Part A Funds	$4,000.00
6	1	2	Materials for parent academic sessions	Title I, Part A Funds	$500.00
				Sub-Total	$69,500.00
			Coordination of Local and State Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Certified teachers and instructional support staff salaries- 50%	Early Education Allotment	$350,000.00
2	1	1	Supplemental instructional materials	Bilingual/ESL Funds	$500.00
2	1	2	Supplemental instructional materials	Special Education Funds	$400.00
2	1	5	Costs for Brain Coach	EEA Funds	$65,000.00
3	1	2	Payroll costs for tutors and supplemental intervention materials	SCE Funds	$4,000.00
				Sub-Total	$419,900.00