

Goose Creek Consolidated Independent School District

Bonnie P. Hopper Primary

2025-2026 Goose Creek CISD Board Review - September 2025



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 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: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: The Hopper English Language Arts Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is for at least 75% of the Kindergarten students will demonstrate measurable growth in early literacy by increasing one or more levels on the Amira reading assessment from beginning of year (BOY) to end of year (EOY).

If Hopper Primary teachers implement the Bluebonnet curriculum with fidelity, provide daily targeted small group instruction, and intentionally develop students' executive functions, then students will build foundational literacy skills, demonstrate meaningful progress on Amira.

Evaluation Data Sources: Amira assessment reports
Progressive Assessments (PAs) from Fueling Brains

Strategy 1 Details
<p>Strategy 1: The campus will engage in strategic training, implementation, and coaching to increase students' executive functions and foundational literacy skills. The components of this strategy include:</p> <p>The K-1 District ELA Instructional Specialist will provide initial training on targeted small group instruction and Bluebonnet Curriculum</p> <ul style="list-style-type: none">*Teachers will participate in district-wide PLCs focused on Bluebonnet implementation.*Specialist will model expectations for small group instruction and documentation.*Teachers will implement daily targeted small groups.*Walkthroughs will include evidence of small group instruction.*Principal and Academic Dean will attend training and weekly PLCs to support and monitor fidelity of implementation. <p>Strategy's Expected Result/Impact: Administrators will do walkthroughs focusing on the targeted small group process and provide feedback to the staff. Staff will review Amira data weekly By EOY students will progress enough in their early literacy skill development to progress at least one reading level in Amira.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Strategy 2 Details

Strategy 2: Hopper Primary will implement a Movement Coach Intervention Plan:

*Strengthen Executive Functions (working memory, cognitive flexibility, inhibitory control) through movement-based early literacy interventions.

*Student grouping based on Fueling Brains progressive assessment data and Amira data.

*Implementation through daily small group interventions in addition to regular P.E. classes.

*Lessons sourced from Fueling Brains app and intervention boxes.

*Collaboration and planning with Kindergarten teachers and other movement coaches.

Strategy's Expected Result/Impact: Admin will review lesson plans to ensure alignment with Executive Function targets and small group interventions.

Walkthroughs will be conducted during intervention time to ensure fidelity of implementation.

Student progress will be monitored through progressive assessments, classroom observations, and data reviews during PLCs with Fueling Brains, district staff, and campus administration.

Improved Executive Function scores will support growth in early literacy development.

Staff Responsible for Monitoring: Campus Principal

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: The Hopper Math Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year is for 75% of the Kindergarten students to meet their projected RIT growth in Math on the MAP Screener from BOY to EOY.

If Hopper Kindergarten teachers intentionally embed the development of executive functions within daily math instruction using the Bluebonnet district curriculum with fidelity, then students will demonstrate growth show measurable progress in their NWEA MAP Math scores from Beginning-of-Year (BOY) to End-of-Year (EOY) and meet their projected RIT growth.

Evaluation Data Sources: MAP Screener BOY, MOY and EOY
Progressive Assessments (PAs) from Fueling Brains
Observable Checklist

Strategy 1 Details
<p>Strategy 1: The teachers will attend Bluebonnet trainings and the K-5 District Math Instructional Specialist will provide support and model as needed.</p> <p>Strategy's Expected Result/Impact: Actions to support student growth on NWEA MAP Math screener (BOY-EOY) Teachers will use district-provided observation checklists to monitor student progress in the Bluebonnet curriculum. Teachers will review NWEA MAP Math data at BOY, MOY, and EOY. Based on MAP data, teachers will form skill-based groups targeting areas of deficit. Staff will receive support through professional development, PLC planning time, Data reviews of checklists and MAP results</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 2 Details
<p>Strategy 2: Hopper Primary will implement a Movement Coach Intervention Plan:</p> <ul style="list-style-type: none">*Strengthen Executive Functions (working memory, cognitive flexibility, inhibitory control) through movement-based early literacy interventions.*Student grouping based on Fueling Brains progressive assessment data and MAP data.*Implementation through daily small group interventions in addition to regular P.E. classes.*Lessons sourced from Fueling Brains app and intervention boxes.*Collaboration and planning with Kindergarten teachers and other movement coaches. <p>Strategy's Expected Result/Impact: Admin will review lesson plans to ensure alignment with Executive Function targets and small group interventions. Walkthroughs will be conducted during intervention time to ensure fidelity of implementation. Student progress will be monitored through progressive assessments, classroom observations, and data reviews during PLCs with Fueling Brains, district staff, and campus administration. Improved Executive Function scores will support growth in math scores on NWEA and in observable checklists.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 3: The Hopper PK ELA Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year will focus on increasing Pre-K students' ability to recognize and produce rhyming words in their native or preferred language. By the end of the school year, 85% of Pre-K students will accurately identify and generate rhyming words, as measured by CLI data.

If Hopper Primary teachers implement the district scope and sequence and Fueling Brains curriculum with fidelity, engage in collaborative planning and PLCs, embed daily phonemic awareness routines, and model rhyming through engaging instructional strategies, then 85% of students will demonstrate growth in foundational literacy skills by the end of the 2025-2026 school year.

Evaluation Data Sources: CLI: BOY, MOY, and EOY, and quarterly check-ins via Google spreadsheets, and discuss during PLCs.
Anecdotal notes/records
Build daily phonemic awareness into daily routines (PA 3 a Day)

Strategy 1 Details
<p>Strategy 1: The campus will:</p> <ul style="list-style-type: none">*Implement the district's scope and sequence and Fueling Brains curriculum with fidelity.*Engage in weekly PLCs to plan intentional phonics and letter-sound instruction.*Emphasize correct articulation of letter sounds in daily routines and activities.*Provide differentiated support for English learners and students with speech/language needs.*Use multi-sensory activities (songs, visuals, movement) to reinforce sound-letter connections. <p>Strategy's Expected Result/Impact: Embed daily phonological awareness routines (songs, chants, games) in circle time and small groups within lesson plans, discuss during PLCs.</p> <p>Use Fueling Brains resources and aligned district tools to teach and reinforce rhyming, syllables, and beginning sounds.</p> <p>Differentiate instruction based on student readiness and language proficiency.</p> <p>Model and practice skills in both English and students' home languages, when appropriate.</p> <p>Provide coaching and professional development on effective phonological awareness strategies.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>
Strategy 2 Details
<p>Strategy 2: Teachers will use Fueling Brains and CLI data to form targeted small groups and activities aimed at 85% of students identifying and generating rhyming words. Purposeful workstations will reinforce rhyming skills, with teachers and paraprofessionals modeling and guiding practice in small groups.</p> <p>Strategy's Expected Result/Impact: The Principal and Academic Dean will schedule walkthrough visits during small group instruction and provide feedback to teachers. Teachers will also be expected to take anecdotal notes, providing evidence during planning and PLCs on student progress.</p> <p>Frequency and accuracy of anecdotal notes (purposeful data collection) will be modeled and expected for teachers to utilize when planning work stations, small groups, and lessons.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 4: The Hopper PK Math Campus Accountability Action Plan (CAAP) for the 2025- 2026 school year will focus on increasing Pre-K students' mastery of key foundational math skills, including number discrimination and early operations. By the end of the school year, 85% of Pre-K students will: 1)Identify numerals 0-10 out of sequence and match them to corresponding quantities, and 2)Solve simple joining and separating problems with sets up to 5 using manipulatives.

If Hopper Primary teachers implement the Fueling Brains curriculum and district math resources with fidelity, provide hands-on math experiences, embed math vocabulary into daily routines, and deliver targeted small group instruction, then students will demonstrate measurable growth in number recognition, operations, and shape understanding by the end of the 2025-2026 school year.

- Evaluation Data Sources:** CLI: BOY, MOY, and EOY
Quarterly check-ins via Google spreadsheets, and discuss during PLCs.
Monthly small group probes: flashcards, verbal tasks, or quick math games
Anecdotal notes
Integration of math language in daily routines and tasks.

Strategy 1 Details
<p>Strategy 1: The campus will:</p> <ul style="list-style-type: none">*Implement hands-on, daily counting experiences using manipulatives (counters, blocks, classroom items).*Embed counting in routines (e.g., snack time, lining up, attendance, calendar).*Use the Fueling Brains curriculum and district math resources to support intentional number sense activities.*Provide small group and individual practice focused on accurate object counting and number recognition.*Integrate counting activities in play-based centers (e.g., math, dramatic play, blocks). <p>Strategy's Expected Result/Impact: Students will take the CLI Screener at BOY, MOY, and EOY to assess math skill development. Teachers will monitor progress through targeted small group instruction, hands-on math activities, daily classroom observations Teachers will embed math vocabulary into daily routines and play-based learning. Teachers will follow the district scope and sequence and use Fueling Brains curriculum and district math resources with fidelity. District personnel will support instruction during weekly PLCs.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>

Strategy 2 Details

Strategy 2: *Students will engage with foundational math content through individual work stations in Left Brain Classrooms and collaborative group activities in Right Brain Classrooms.

*Fueling Brains and district personnel will support staff in developing rigorous, hands-on math work stations aligned to key learning targets.

*Teachers will use Fueling Brains and CLI data to create individualized small groups and plan targeted activities to meet campus math goals by EOY.

Strategy's Expected Result/Impact: Principal and Academic Dean will schedule walkthrough visits during small group instruction and provide feedback to teachers.

Teachers will also be expected to take anecdotal notes, providing evidence during planning and PLCs on student progress.

Frequency and accuracy of anecdotal notes (purposeful data collection) will be modeled and expected for teachers to utilize when planning work stations, small groups, and lesson plans.

Staff Responsible for Monitoring: Campus Principal

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

Performance Objective 1: B.P. Hopper will facilitate a partnership between home, school, and community by providing on-going communication and opportunities for involvement that educates and informs students, teachers, and parents.

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

Strategy 1 Details
<p>Strategy 1: Provide parent education through Fueling Brains Parent University to support child development, while fostering strong school-home partnerships via ParentSquare communication, home visits, conferences, postcards, social media, and positive phone calls. Continue weekly Student Support Team meetings to assess family needs and deliver targeted support that promotes student success.</p> <p>Strategy's Expected Result/Impact: Increase parental participation to 50% attend at least one Parent University offered throughout the year. By the end of May, 95% of all the parents/guardians will have attended at least one parent/teacher conference.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Campus Student Success Specialist</p>
Strategy 2 Details
<p>Strategy 2: Collaborate with community stakeholders and organizations to establish and sustain partnerships that enhance student development and support lifelong learning.</p> <p>Strategy's Expected Result/Impact: Establish and sustain at least three active partnerships with community stakeholders--including PTO and PIE (Enterprise)--resulting in secured contributions that support student incentives aimed at improving attendance, behavior, and academic performance.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 1: The campus will maintain high expectations, processes, and operations for a safe and structured school environment to improve academics, promote positive student behavior, high attendance percentages, and elevate morale for all students and staff.

Evaluation Data Sources: Attendance, Academic, Discipline Reports
Safety Reports, RTI documentation

Strategy 1 Details
<p>Strategy 1: The campus will implement Social-Emotional Learning (SEL) & Executive Function Integration</p> <ul style="list-style-type: none">*Deliver monthly guidance lessons and character education focused on social skills, problem-solving, and self-regulation.*Conduct social skills groups to provide targeted support.*Integrate the Fueling Brains executive function curriculum across classrooms.*Support inhibitory control with classroom strategies like calm corners. <p>Strategy's Expected Result/Impact: Achieve a 50% reduction in classroom and office 360 referrals from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Campus Student Success Specialist Community Youth Specialist</p>
Strategy 2 Details
<p>Strategy 2: The campus will implement Positive Behavior & Attendance Incentives by the following:</p> <ul style="list-style-type: none">*Promote positive behavior and attendance through incentive programs aligned with The Grasshopper Way and CATCH frameworks.*Recognize student achievements with Golden Grasshoppers, "I noticed..." statements, Kind Cart, and Acts of Kindness.*Celebrate perfect attendance weekly to encourage consistency. <p>Strategy's Expected Result/Impact: Increase positive office referrals by 35% from BOY to EOY. Maintain student attendance at 96% or above.</p> <p>Staff Responsible for Monitoring: Counselor Campus Student Success Specialist Community Youth Specialist</p>

Strategy 3 Details

Strategy 3: The campus will implement Targeted Student Support through the following:

*Provide individualized academic, behavioral, and attendance interventions for identified students.

*Utilize resources and support from CSSS and CYS staff to address specific student needs.

Strategy's Expected Result/Impact: Ensure 100% support to all students identified with attendance, academic, or behavior needs.

Track all interventions using SST forms to monitor effectiveness.

Staff Responsible for Monitoring: Counselor

Campus Student Success Specialist

Community Youth Specialist

Campus Administration

Strategy 4 Details

Strategy 4: The campus will promote a positive staff climate through recognition and incentives, including refreshments in the adult calm corner, regular rewards (jean/comfy coupons, gift cards), and monthly/yearly recognitions. Additional efforts include staff Shout Outs, Teacher Appreciation Week, and events supported by PTO and PIE. Staff engagement is also encouraged through HOP Club incentives and activities.

Strategy's Expected Result/Impact: Increase staff participation in peer recognition by 20% through campus nomination form.

Achieve an 85% agree/strongly agree response rate on staff climate surveys for each question.

Staff Responsible for Monitoring: Campus Administrators

Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

Performance Objective 1: The campus will recruit, develop, and retain highly effective personnel by implementing strategic hiring practices, providing ongoing professional development, and fostering a supportive and collaborative work environment.

Evaluation Data Sources: Universal Screener
Progressive Assessments (PAs) for Fueling Brains
Teacher certifications align with teaching assignments.

Strategy 1 Details
<p>Strategy 1: Actively recruit and hire certified staff through early outreach and job fairs; ensure all positions are staffed with qualified personnel, and encourage current teachers to pursue additional certifications, with an emphasis on ESL.</p> <p>Strategy's Expected Result/Impact: 100% Staffing complete before the academic school year begins</p> <p>80% of the campus certified teachers will be ESL certified by EOY.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>
Strategy 2 Details
<p>Strategy 2: Provide targeted coaching and professional development to support classroom teachers--especially those new to the profession, grade level, or content area--in effective instruction and behavior management. Strengthen student cognitive flexibility and inhibitory control by offering ongoing staff training aligned to executive function development. Facilitate weekly grade-level PLCs focused on instructional planning, data analysis, and responsive teaching strategies.</p> <p>Strategy's Expected Result/Impact: 100% of teachers will implement the Fueling Brains and core academic programs with fidelity, as measured by walkthrough checklists, lesson plan reviews, and coaching feedback.</p> <p>At least 90% of students will show improvement in executive function domains (e.g., inhibitory control, cognitive flexibility) as measured by Fueling Brains Progressive Assessments.</p> <p>By EOY, 90% of students will demonstrate measurable growth in both academic achievement and executive function, as evidenced by MOY and EOY assessments (e.g., MAP, CLI, Fueling Brains Progressive Assessments).</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p>
Strategy 3 Details
<p>Strategy 3: Teachers will receive training in the RTI process and effectively implement intervention plans for Tier 2 and Tier 3 students for academics and behavior.</p> <p>Strategy's Expected Result/Impact: At least 70% of students receiving interventions will show progress by either maintaining their current tier or successfully returning to Tier 1 based on academic and behavioral data.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Teachers</p>

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 1: The campus will align all campus activities to support the district Strategic Plan to maintain a 25% or more operating reserve budget and maintain a AAA or higher rating.

Evaluation Data Sources: Campus budget reviews, operating expenditures per student, instructional expenditures per student, staffing reports, and compliance documentation

Strategy 1 Details
Strategy 1: The campus will routinely monitor campus budget accounts to align available funds to allowable and allocable expenditures. Strategy's Expected Result/Impact: All budgets will be reviewed, allocated, and expended as required by district financial procedures and requirements. Staff Responsible for Monitoring: Campus Principal
Strategy 2 Details
Strategy 2: The campus will monitor the staffing position inventory to ensure accurate data for personnel budgeting. Strategy's Expected Result/Impact: Staff positions will be accurately assigned and position budgets will be accurately expended. Staff Responsible for Monitoring: Campus Principal
Strategy 3 Details
Strategy 3: The campus will align the Campus Improvement Plan with to the district financial stewardship goals. Strategy's Expected Result/Impact: The CIP will align 100% with district strategic plan financial stewardship goals. Staff Responsible for Monitoring: Campus Principal

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 2: The campus will meet all state and federal program elements, funding, and compliance requirements.

Evaluation Data Sources: Campus documents related to State Accountability, State Allotment Reports, TEA Random Validations, TEA Federal Fiscal Monitoring, TEA Program Monitoring, etc.

Strategy 1 Details
<p>Strategy 1: Bilingual/ESL State Program - Provide supplemental support for identified students to increase student success in all instructional areas by implementing the Dual Language One Way/ESL program that increases Emergent Bilingual students language proficiency.</p> <p>Strategy's Expected Result/Impact: 90% of Kindergarten students will progress at least 50% by the end of the school year on LAS.</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$500</p>
Strategy 2 Details
<p>Strategy 2: Special Education State Program - Provide supplemental support for identified students to increase student success in all instructional areas. with an emphasis on the ECSE Program so that all ECSE students receive their instruction as indicated in their IEP.</p> <p>Strategy's Expected Result/Impact: Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals.</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p> <p>Funding Sources: ECDC Teachers and Support Staff Costs - Coordination of Local and State Funds - Special Education Funds - \$200,000, Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$500</p>
Strategy 3 Details
<p>Strategy 3: State Compensatory Education (SCE) State Program - Through PLC meetings, collaborate about instructional practices, student artifacts, data results following formative and summative assessments, and make informed decisions to guide all tiered instruction as well as the implementation of accelerated instruction intervention plans that address at-risk student academic improvement.</p> <p>Strategy's Expected Result/Impact: Increase in student academic achievement Intervention plans developed and implemented with fidelity Progress Monitoring completed to determine student growth</p> <p>Staff Responsible for Monitoring: Principal District Program Director</p> <p>Funding Sources: Costs for Accelerated Instruction - tutoring - Coordination of Local and State Funds - SCE Funds - \$2,000</p>

Strategy 4 Details

Strategy 4: Early Education Allotment State Program - Effectively implement the researched-based early learning curriculum and materials, provide guidance support for the instructional staff, and implement activities for preparing pre-school children to transition to kindergarten.

Strategy's Expected Result/Impact: 95% increase in students' cognitive function development
Increase in teacher effectiveness with instructional and behavioral strategies

Staff Responsible for Monitoring: Principal
District Program Director

Funding Sources: Certified teachers and instructional support staff salaries- 50% - Coordination of Local and State Funds - Early Education Allotment Funds - \$350,000

Strategy 5 Details

Strategy 5: Title I, Part A Federal Program - The campus will provide "opportunities for all children to meet state standards" by providing assistance and remediation to students who are unsuccessful in the classroom.

Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.4 requirements
All students will make at least one year's growth

Staff Responsible for Monitoring: Principal
District Program Director

Strategy 6 Details

Strategy 6: Title I, Part A Federal Program - The campus will provide students with "increased learning time and well-rounded education" opportunities.

Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.5 requirements
Documentation of activities aligned to Well Rounded Education

Staff Responsible for Monitoring: Principal
District Program Director

Strategy 7 Details

Strategy 7: Title I, Part A Federal Program - The campus will analyze student assessment data, develop targeted activities, and implement targeted activities to "address the needs of all students, particularly at-risk".

Strategy's Expected Result/Impact: Meet Title I Part A Element 2.6 requirements
10% increase in student academic success

Staff Responsible for Monitoring: Principal
District Program Director

Strategy 8 Details

Strategy 8: Title I, Part A Federal Program - Provide Campus Teaching and Learning Instructional Specialist to provide coaching support to identified classrooms to meet the needs of all students and increase academic improvement.

Strategy's Expected Result/Impact: TLC Coaching Documentation Reviewed for Effectiveness

90% of students will demonstrate growth in both academic and executive functions in MOY and EOY assessments

Staff Responsible for Monitoring: Principal

District Program Director

Funding Sources: Teaching and Learning Coach - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$70,000

Strategy 9 Details

Strategy 9: Title I, Part A Federal Program - The Campus Student Support Team will routinely meet to determine and provide support for students, parents, and/or other related organizations in order to address student academic, attendance, and/or behavior needs.

Strategy's Expected Result/Impact: Meet Title I Part A Element 5.1 requirements

Improved academic, attendance, and/or behavior outcomes

Staff Responsible for Monitoring: Principal

District Program Director

Funding Sources: Costs of Student Success Specialist - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$70,000, Harris County CYs Social Worker Contracted Services - Coordination of Local, State, and Federal Funds - Title I, Part A Funds - \$20,000

Strategy 10 Details

Strategy 10: Title I, Part A Federal Program - 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.

Strategy's Expected Result/Impact: Meet Title I Part A Element 4.1 requirements

Review, Revise, and Determine annually

Distribute to all parents yearly electronically or by hard-copy

Provide to all parents in English or Spanish

Increase in Parent and Family Engagement participation

Staff Responsible for Monitoring: Principal

District Program Director

Strategy 11 Details

Strategy 11: Title I, Part A Federal Program - 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.

Strategy's Expected Result/Impact: Meet Title I Part A Element 4.2 requirements

Increase parent engagement from prior year

Provide sessions in English and Spanish

Offer sessions during the day, in the evening, and/or on Saturdays

90% of parent involvement that promote academic success.

Staff Responsible for Monitoring: Principal

District Program Director

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 12 Details

Strategy 12: Title I, Part A Federal Program - The campus will conduct the comprehensive needs assessment through an ongoing basis to address necessary revisions to the campus improvement plan that will focus the campus on increasing the academic performance of all students

Strategy's Expected Result/Impact: Meet Title I, Part A Element 1.1 Requirements

CNA Documentation indicated in the CIP

Documentation with meeting agendas, sign-in sheets, and minutes

All students will make at least one year's growth in Reading and Math

Staff Responsible for Monitoring: Principal

District Program Director

Strategy 13 Details

Strategy 13: The campus will develop the campus improvement plan with appropriate stakeholders using the results of the comprehensive needs assessment to ensure that the plan considers the needs for improving all structures that support student learning which will ultimately increase academic achievement.

Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.1 requirements

Documentation results indicated in the CIP

Documentation with meeting agendas, sign-in sheets, and minutes submitted.

Staff Responsible for Monitoring: Principal

District Program Director

Strategy 14 Details

Strategy 14: Title I, Part A Federal Program -The campus will complete formative reviews of the campus improvement plan in November, February, and June and the summative review in June through campus committees.

Strategy's Expected Result/Impact: Meet Title I, Part A Element 2.2 requirements
Documentation with meeting agendas, sign-in sheets, and minutes will be submitted.

Staff Responsible for Monitoring: Principal
District Program Director

Strategy 15 Details

Strategy 15: Title I, Part A Federal Program - The campus will "annually evaluate the schoolwide plan".

Strategy's Expected Result/Impact: Meet Title I Part A Element 3.1 requirements
Documentation indicated in the CIP
Documentation with meeting agendas, sign-in sheets, and minutes
Adjust schoolwide plan as determined by the review

Staff Responsible for Monitoring: Principal
District Program Director

Strategy 16 Details

Strategy 16: The campus will conduct the required yearly program evaluations for all campus state allotment program funding as well as all federal program funding to identify campus needs and develop activities to include in the campus improvement plan that will focus the campus on increasing the academic performance of all students.

Strategy's Expected Result/Impact: Documentation with meeting agendas, sign-in sheets, and minutes
Program Evaluation Documentation indicated in the CIP

Staff Responsible for Monitoring: Principal
District Program Director

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	8	Teaching and Learning Coach	Title I, Part A Funds	\$70,000.00
5	2	9	Costs of Student Success Specialist	Title I, Part A Funds	\$70,000.00
5	2	9	Harris County CYS Social Worker Contracted Services	Title I, Part A Funds	\$20,000.00
5	2	11	Campus Student Success Specialist to support parent academic training sessions	Title I, Part A Funds	\$4,000.00
5	2	11	Materials for parent academic sessions	Title I, Part A Funds	\$500.00
Sub-Total					\$164,500.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Supplemental instructional materials	Bilingual/ESL Funds	\$500.00
5	2	2	Supplemental instructional materials	Special Education Funds	\$500.00
5	2	2	ECDC Teachers and Support Staff Costs	Special Education Funds	\$200,000.00
5	2	3	Costs for Accelerated Instruction - tutoring	SCE Funds	\$2,000.00
5	2	4	Certified teachers and instructional support staff salaries- 50%	Early Education Allotment Funds	\$350,000.00
Sub-Total					\$553,000.00