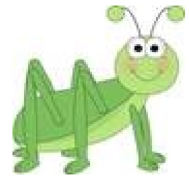
Goose Creek Consolidated Independent School District

Bonnie P. Hopper Primary

2025-2026 CIP Periodic Update - November 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.

Table of Contents

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

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
- 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 goal for the 2025- 2026 school year is for at least 75% of the Kindergarten students demonstrate measurable growth in early literacy by meeting their projected growth 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 ensure HQIM implementation, then students will build foundational literacy skills and demonstrate meaningful progress in Amira.

Evaluation Data Sources: Amira assessment reports

<table>
<tr><th rowspan="3">Strategy 1 Details</th><th colspan="3">Formative Reviews</th></tr>
<tr><th colspan="3">Formative</th></tr>
<tr><th>Nov</th><th>Feb</th><th>June</th></tr>
<tr><td>Strategy 1: Ensure High-Quality Tier 1 Instruction: HQIM Implementation - Campus leaders, including the TLC, conduct walks to monitor the implementation of Bluebonnet Learning. Insights from walks inform next steps (i.e. PLC guidance, campus PDs, 1:1 meetings, etc.).
To support Strategy 1:
Campus Leadership Monitoring
-Campus leaders, including the TLC, conduct regular classroom walks to monitor implementation of Bluebonnet Learning.
-Insights from walks inform next steps (e.g., PLC guidance, campus PDs, 1:1 meetings).
-A-Team members conduct a minimum average of 2 classroom walks per instructional day (i.e., a 4-day week yields 8 walks per campus leader).
-A-Team members consistently use the TEA-provided observation tool for monitoring RLA Bluebonnet Learning implementation.
-The observation tool will be translated into a Google Form for quick analysis of inputted responses.
-A-Team members will partner with Region 4 RLA Implementation Advisors in September to schedule quarterly campus implementation walks.

Accountability & Reflection
-During weekly A-Team meetings, "Walk Reflections" will be a standing agenda item to analyze trends, identify celebrations, and note areas for improvement.
-Celebrations will be spotlighted in the weekly campus newsletter under the header "Bluebonnet Leaders" to highlight best practices and encourage peer collaboration.
-Within 5 workdays, areas of improvement will be addressed during PLCs, TLC coaching cycles, and/or 1:1 conversations.
-Region 4 RLA Product Advisors will help support lesson internalization needs identified during classroom walks.
-Professional Development & Support
-The K-1 District ELA Instructional Specialist will collaborate with the TLC for initial training on targeted small group instruction and Bluebonnet curriculum.
-Teachers will participate in district-wide PLCs focused on Bluebonnet implementation.
-The TLC will model expectations for small group instruction and documentation.
-Teachers will participate in lesson rehearsals during PLCs to ensure internalization and purposeful, impactful delivery of lessons to students.
-Principal and Academic Dean will attend training and weekly PLCs to support and monitor fidelity of implementation.

Instructional Expectations
-Teachers will implement daily targeted small groups aligned to student data.
-Walkthroughs will include evidence of small group instruction and adherence to Bluebonnet practices.
-Administrators will conduct walkthroughs focusing on the targeted small group process and provide timely feedback to staff.
-Staff will review Amira data weekly to monitor progress and inform instruction.
Strategy's Expected Result/Impact: By EOY students will progress enough in their early literacy skill development to meet their projected growth in Amira.
Staff Responsible for Monitoring: Campus Administration
TLC
Teachers</td><td></td><td></td><td></td></tr>
</table>

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Implement Effective Tier 2 Instruction: Targeted Small Groups, Amira and utilizing P.E. Coaches for Academic Interventions. Campus Leadership Monitoring -Walkthroughs will be conducted during intervention times to ensure fidelity of small group implementation. Accountability & Reflection -Teachers will maintain records of weekly student check-ins and create plans of action for students not demonstrating progress in Amira. -Student progress will be tracked through classroom observations and PLC data reviews. Professional Development & Support -Teachers will partner with the RLA TLC and Amira support staff to guide RLA PLCs following the BOY assessment, with emphasis on analyzing data and determining next steps for instructional materials. -Collaboration and planning will occur between Kindergarten teachers and movement coaches, ensuring alignment of interventions and executive function development. -Movement teachers will receive training and ongoing coaching on integrating academic interventions into their classes. Instructional Expectations -Teachers will pull Targeted Small Groups at least 4 days a week, using Bluebonnet Learning and Amira for students not demonstrating mastery during RLA Tier 1. -All students will complete at least two Amira stories, 3 times a week to build fluency and comprehension. -Student grouping will be based on Amira data. -Movement teachers will provide daily small group literacy interventions in addition to regular P.E. classes, using lessons from Amira. **Strategy's Expected Result/Impact:** By EOY students will progress enough in their early literacy skill development to meet their projected growth in Amira. **Staff Responsible for Monitoring:** Campus Administration TLC Teachers			

No Progress Accomplished Continue/Modify Discontinue

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: The Hopper Math Campus goal 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 Primary teachers implement the Bluebonnet curriculum with fidelity, deliver daily targeted small group instruction, and ensure the consistent use of HQIM, then students will demonstrate academic growth and measurable progress on NWEA MAP Math from Beginning-of-Year (BOY) to End-of-Year (EOY), meeting or exceeding their projected RIT growth.

Evaluation Data Sources: MAP Screener BOY, MOY and EOY
Observable Checklist

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure High-Quality Tier 1 Instruction: HQIM Implementation - Bluebonnet Math & ZEARN Campus Leadership Monitoring -Campus leaders, including the TLC, conduct regular classroom walks to monitor implementation of Bluebonnet Math. -Insights from walks inform next steps (e.g., PLC guidance, campus PDs, 1:1 meetings). -A-Team members conduct a minimum average of 2 classroom walks per instructional day (i.e., a 4-day week yields 8 walks per campus leader). -A-Team members consistently use the TEA-provided observation tool for monitoring HQIM implementation, translated into a Google Form for quick analysis of responses. -A-Team members will partner with Region 4 Math Implementation Advisors to schedule quarterly campus implementation walks. Accountability & Reflection -During weekly A-Team meetings, "Walk Reflections" will be a standing agenda item to analyze trends, identify celebrations, and note areas for improvement. -Celebrations will be spotlighted in the weekly campus newsletter under the header "Bluebonnet Leaders" to highlight best practices and encourage peer collaboration. -Within 5 workdays, areas of improvement will be addressed during PLCs, TLC coaching cycles, and/or 1:1 conversations. -Region 4 Math Product Advisors will help support lesson internalization needs identified during classroom walks. Professional Development & Support -The K-1 District Math Instructional Specialist will collaborate with the TLC for initial training on targeted small group instruction and Bluebonnet Math curriculum. -Teachers will participate in district-wide PLCs focused on Bluebonnet Math implementation. -The TLC will model expectations for small group instruction and documentation. -Teachers will participate in lesson rehearsals during PLCs to ensure internalization and purposeful, impactful delivery of lessons. -Principal and Academic Dean will attend training and weekly PLCs to support and monitor fidelity of implementation. Instructional Expectations -Teachers will implement daily targeted math small groups aligned to MAP data and Bluebonnet instructional priorities.	**Formative**		
	Nov	**Feb**	**June**

-Walkthroughs will include evidence of small group math instruction and adherence to Bluebonnet practices.
-Administrators will conduct walkthroughs focusing on the targeted math small group process and provide timely feedback to staff.
-Staff will review ZEARN data/observable checklists weekly to monitor progress and inform instruction.

Actions to Support Student Growth on NWEA MAP Math (BOY-EOY)
-Teachers will use district-provided observation checklists to monitor student progress in the Bluebonnet Math curriculum.
-Teachers will review NWEA MAP Math data at BOY, MOY, and EOY checkpoints.
-Based on MAP Math results, teachers will form skill-based groups targeting areas of deficit.
-Staff will receive support through professional development, PLC planning time, and structured data reviews of observation checklists and MAP results.

Strategy's Expected Result/Impact: 75% of the Kindergarten students to meet their projected RIT growth in Math on the MAP Screener from BOY to EOY

Staff Responsible for Monitoring: Campus Administration
TLC
Teachers

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Implement Effective Tier 2 Instruction: Targeted Small Groups and Zearn Campus Leadership Monitoring -Walkthroughs will be conducted during intervention times to ensure fidelity of small group math implementation. -Administrators will review lesson plans to confirm alignment with Bluebonnet Math, Zearn, and small group interventions. Accountability & Reflection -Teachers will maintain records of weekly student check-ins and create action plans for students not demonstrating progress in Zearn or MAP. -Student progress will be tracked through classroom observations and PLC data reviews of Zearn and MAP results. Professional Development & Support -Teachers will partner with the Math TLC and Zearn support staff to guide Math PLCs following the BOY MAP assessment, with emphasis on analyzing data and determining next steps for targeted small group materials. Instructional Expectations -Teachers will pull Targeted Math Small Groups at least 4 days a week, using Bluebonnet Math and Zearn for students not demonstrating mastery during Tier 1 instruction. -All students will complete at least two Zearn lessons, 3 times a week to build fluency and strengthen math skills. -Student grouping will be based on MAP Math data and Zearn performance. -Movement teachers will provide daily small group math interventions in addition to regular P.E. classes, using lessons sourced from ZEARN, Bluebonnet Math, and intervention boxes. Student Progress Monitoring -Student progress will be monitored through MAP Math checkpoints (BOY, MOY, EOY), Zearn usage reports, classroom observations, and PLC data reviews with TLC and campus administration. -Growth will be measured by improved performance on MAP Math assessments and classroom-based observation checklists. **Strategy's Expected Result/Impact:** 75% of the Kindergarten students to meet their projected RIT growth in Math on the MAP Screener from BOY to EOY **Staff Responsible for Monitoring:** Campus Administration TLC Teachers			

No Progress　Accomplished　Continue/Modify　Discontinue

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 3: The Hopper PK English Language Arts goal for the 2025- 2026 school year is for 85% of Pre-K students to score on track for overall phonological awareness as measured by CLI Circle end of the year assessment.

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 lessons, then 85% of students will demonstrate growth in overall phonological awareness 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.

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: The campus will ensure high quality Tier 1 instruction occurs daily: 1. Plan: - Maintain and update a Google spreadsheet and Data Wall to monitor student progress and guide instructional planning. - Engage in weekly PLCs to plan intentional phonological awareness and letter-sound instruction aligned with the district scope and sequence. - Plan and implement multi-sensory learning experiences (songs, visuals, movement, manipulatives) to reinforce skills in alliteration, syllables, onset-rime, and rhyming. - Incorporate Fueling Brains curriculum resources and aligned district tools to ensure fidelity of implementation across classrooms. teach and reinforce rhyming, syllables, alliteration and onset rime - Provide targeted coaching and professional development on evidence-based phonological awareness strategies and best practices for teachers and instructional paraprofessionals. 2. Implement: - Emphasize correct articulation and modeling of phonemes during all instructional activities and student interactions. - Embed daily phonological awareness routines (songs, chants, games) during circle time and small group instruction, ensuring a minimum of three embedded opportunities per day. - Integrate Outdoor Learning experiences focused on alliteration, rhyming, onset rime and syllabication at least twice weekly to strengthen executive functions and skill application in varied contexts. 3. Assess: - Teachers will maintain anecdotal notes, checklists, and observational records to track student progress and inform instructional decisions. - Progress toward the 85% phonological awareness goal will be analyzed during PLCs and data checkpoints throughout the year to guide instructional adjustments. - The Principal and Academic Dean will conduct walkthroughs and coaching visits to provide feedback on the implementation of Tier 1 instruction and the integration of phonological awareness routines. - Data collected from CLI, anecdotal notes, and classroom observations will be used to adjust instruction, identify needs for intervention, and celebrate student growth. **Strategy's Expected Result/Impact:** 85% of students will demonstrate growth in overall phonological awareness by the end of the 2025-2026 school year **Staff Responsible for Monitoring:** Campus Administration Teachers			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Teachers will use Fueling Brains and CLI BOY and MOY data to form data driven small groups and create activities aimed at 85% of student success in phonological awareness skills. 1. Plan: - Teachers will collect and utilize anecdotal notes and CLI BOY and MOY data on student progress to guide instructional decisions. - Data will be discussed and analyze during weekly PLCs to identify trends, instructional needs, and next steps for intervention or enrichment. 2. Implement: - Utilize PK data for Data Wall and google spreadsheet that will drive conversations during PLCs and monitor individual and/or class progress toward phonological awareness benchmarks. - Based on data, teachers will create and implement differentiated small groups focused on specific phonological awareness (e.g., rhyming, syllable segmentation, initial sound isolation). - Lessons and activities will be aligned with the district scope and sequence and Fueling Brains curriculum, ensuring consistency and fidelity of implementation. 3. Assess: - The Principal and Academic Dean will conduct scheduled walkthrough visits during small group instruction to monitor implementation and provide actionable feedback to teachers. - Frequency and accuracy of anecdotal notes (purposeful data collection) will be modeled and expected for teachers to utilize when planning workstations, small groups, and lessons. - Progress toward the 85% phonological awareness goal will be reviewed during PLCs and data checkpoints throughout the year to guide instructional adjustments. **Strategy's Expected Result/Impact:** 85% of students will demonstrate growth in overall phonological awareness by the end of the 2025-2026 school year **Staff Responsible for Monitoring:** Campus Administration Teachers			

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 4: The Hopper PK Math goal for the 2025- 2026 school year will focus on increasing Pre-K students' mastery of math operations. By the end of the school year, 85% of Pre-K students will score on track in math operations CLI Circle assessment.

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 data driven small group instruction, then students will demonstrate measurable growth in operations by the end of the 2025-2026 school year.

Evaluation Data Sources: CLI: BOY, MOY, and EOY
Google spreadsheets
Anecdotal notes

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: The campus will ensure high quality Tier 1 instruction occurs daily: 1. Plan: - Maintain and update a Google spreadsheet and Data Wall to track progress in number sense and math operations. - Plan and integrate multi-sensory and play-based math activities (songs, visuals, manipulatives, movement) to reinforce number sense and early computation skills. - Utilize Fueling Brains curriculum and district math resources to design purposeful, hands-on workstations that build foundational understanding of operations. - Engage in weekly PLCs to plan and embed math vocabulary, counting, and early operations (addition/ subtraction) within daily routines such as attendance, snack time, and transitions. - Provide coaching and professional development on intentional math talk, embedding math vocabulary, and scaffolding conceptual understanding of operations. 2. Implement: - Integrate counting, addition, and subtraction activities into daily lessons, circle time, and small group activities to build fluency with sets up to 5. - Incorporate hands-on manipulatives (counters, blocks, cubes, classroom/theme items) to model joining and separating sets during play-based and structured centers. - Implement Outdoor Learning activities focused on counting, comparing quantities, and addition/subtraction at least twice per week to reinforce skills through real-world application. - Embed math vocabulary and "math talk" in all classroom routines to promote student reasoning, comparison, and problem-solving language. - Provide data-driven small group instruction to target student needs in counting, number recognition, operations accuracy. 3. Assess: - Teachers will maintain anecdotal notes/records and checklists to track progress in counting, number recognition, and early operations. - Conduct monthly math probes through verbal tasks, quick math games, or small group activities to monitor growth and inform instruction. - Review math data during PLCs and data checkpoints to discuss trends, identify students in need of support, and plan targeted interventions. - The Principal and Academic Dean will conduct walkthroughs and feedback cycles to ensure fidelity of math instruction and integration of math vocuablary within daily routines. - Student progress toward the 85% math operations goal will be monitored each grading period to guide instructional adjustments and celebrate growth. **Strategy's Expected Result/Impact:** By the end of the school year, 85% of Pre-K students will score on track in math operations CLI Circle assessment. **Staff Responsible for Monitoring:** Campus Principal Teachers			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: The campus will ensure high quality Tier 1 instruction occurs daily: 1. Plan: - Teachers will analyze CLI, Fueling Brains, and anecdotal data to identify student strengths and needs in early math operations. - Teachers will take and utilize anecdotal notes on student progress and bring evidence to planning and PLC meetings for discussion and instructional adjustments. 2. Implement: - Teachers will use PK math data to form and implement small groups focused on foundational math skills, such as counting, addition, and subtraction. - Students will engage with foundational math content through individual workstations in Left-Brain Classrooms and collaborative group activities in Right-Brain Classrooms. - Teachers will update and reference the Data Wall and Google spreadsheet to guide small group planning and track progress toward campus goals. 3. Assess: - The Principal and Academic Dean will schedule walkthrough visits during small group instruction and provide feedback to teachers. - Teachers will maintain anecdotal notes and checklists as evidence of student progress during small group instruction. - Frequency and accuracy of anecdotal notes (purposeful data collection) will be modeled and expected for teachers to utilize when planning workstations, small groups, and lesson plans. **Strategy's Expected Result/Impact:** By the end of the school year, 85% of Pre-K students will score on track in math operations CLI Circle assessment. **Staff Responsible for Monitoring:** Campus Principal Teachers			

No Progress Accomplished Continue/Modify Discontinue

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	Formative Reviews		
	Formative		
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. **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. **Staff Responsible for Monitoring:** Campus Administrators Counselor Campus Student Success Specialist	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Collaborate with community stakeholders and organizations to establish and sustain partnerships that enhance student development and support lifelong learning. **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. **Staff Responsible for Monitoring:** Campus Administrators	Nov	Feb	June

No Progress   Accomplished   Continue/Modify   Discontinue

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	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: The campus will implement Social-Emotional Learning (SEL) & Executive Function Integration *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. **Strategy's Expected Result/Impact:** Achieve a 50% reduction in classroom and office 360 referrals from BOY to EOY. **Staff Responsible for Monitoring:** Campus Administrators Counselor Campus Student Success Specialist Community Youth Specialist			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: The campus will implement Positive Behavior & Attendance Incentives by the following: *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. **Strategy's Expected Result/Impact:** Increase positive office referrals by 35% from BOY to EOY. Maintain student attendance at 96% or above. **Staff Responsible for Monitoring:** Counselor Campus Student Success Specialist Community Youth Specialist			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
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	Formative Reviews		
	Formative		
	Nov	Feb	June
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			

No Progress Accomplished Continue/Modify Discontinue

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	Formative Reviews		
	Formative		
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. **Strategy's Expected Result/Impact:** 100% Staffing complete before the academic school year begins 80% of the campus certified teachers will be ESL certified by EOY. **Staff Responsible for Monitoring:** Campus Administrators	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
	Formative		
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. **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. 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. 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). **Staff Responsible for Monitoring:** Campus Administrators Teachers	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
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. **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. **Staff Responsible for Monitoring:** Campus Administrators Counselor Teachers			

No Progress Accomplished Continue/Modify Discontinue

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	Formative Reviews		
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	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June

No Progress — Accomplished — Continue/Modify — Discontinue

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	Formative Reviews		
	Formative		
	Nov	Feb	June
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. **Strategy's Expected Result/Impact:** 90% of Kindergarten students will progress at least 50% by the end of the school year on LAS. **Staff Responsible for Monitoring:** Principal District Program Director **Funding Sources:** Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - $500			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
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. **Strategy's Expected Result/Impact:** Special Education students will demonstrate increased success, greater independence, and meaningful progress toward their individualized education goals. **Staff Responsible for Monitoring:** Principal District Program Director **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			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
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. **Strategy's Expected Result/Impact:** Increase in student academic achievement Intervention plans developed and implemented with fidelity Progress Monitoring completed to determine student growth **Staff Responsible for Monitoring:** Principal District Program Director **Funding Sources:** Costs for Accelerated Instruction - tutoring - Coordination of Local and State Funds - SCE Funds - $2,000			

Strategy 4 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June

Strategy 9 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June

Strategy 10 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June

Strategy 11 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
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	Formative Reviews		
	Formative		
	Nov	Feb	June
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	Formative Reviews		
	Formative		
	Nov	Feb	June
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	Formative Reviews		
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	Formative		
	Nov	Feb	June

Strategy 15 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June

Strategy 16 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 3: As a paired campus with Highlands Elementary, the campus will align campus improvement activities to systemically support the requirements required for Federal Accountability in the format designated through the TEA TIP (Targeted Improvement Plan) Process.

Evaluation Data Sources: Screener Data reports, Campus Assessment Data reports, and State Assessment and Accountability reports

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: The campus will partner with Highlands Elementary to develop, implement, monitor, and adjust the school improvement strategies through the TEA TIP (Targeted Improvement Plan) Process that will eliminate the campus "school improvement" identification status due to the "unacceptable" year count. **Strategy's Expected Result/Impact:** Meet Federal Accountability requirements Eliminate identification as a "School Improvement" Campus due to the State "unacceptable" year count. **Staff Responsible for Monitoring:** Campus Principal			

No Progress   Accomplished   Continue/Modify   Discontinue

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