CAMPUS INFORMATION

District Name	Southwest ISD	**Campus Name**	Bob Hope Elementary	**Superintendent**	Brandon Crisp
District Number	015912	**Campus Number**	000000104	**Executive Director/Principal Supervisor**	Veronica Cuenca-Wilson

ASSURANCES

Principal Supervisor	I, as supervisor of the principal for this campus, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.
Principal	I, as principal for this campus, attest that I will coordinate with my supervisor, to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

DATA ANALYSIS

Using your accountability data from 2026, and any relevant student achievement data from 2025-2026, to set reasonable goals in each domain (1, 2, and 3). Include what special student groups you will be monitoring for progress.

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 1: Increase the Domain 1 Student Achievement score from 59 to at least 70 by improving STAAR performance across RLA, Math, and Science, with particular emphasis on increasing the percentage of students reaching Meets and Masters Grade Level. Rationale: The 2026 Domain 1 score was 59 (F), with a STAAR Performance component score of 34. Campus STAAR results showed 57% Approaches, 31% Meets, and 14% Masters across all tested subjects. Domain 2: Increase the Domain 2 School Progress score from 62 to at least 70, with a specific focus on increasing the number of students demonstrating expected or accelerated annual academic growth. Rationale: Bob Hope earned a 62 (D) in Domain 2. Academic Growth was a significant area of need: of the 332 assessments evaluated for growth, 130 earned zero growth points, 39 earned one-half point, and 163 earned one point. The resulting Academic Growth score was 57. Domain 3: Increase the Domain 3 Closing the Gaps score from 67 to at least 70 by increasing achievement and growth among identified student groups, with particular emphasis on Special Education and Emergent Bilingual students. Rationale: Closing the Gaps is especially important because Bob Hope is currently identified for Targeted Support and Improvement (TSI). The 2026 Closing the Gaps results showed significant opportunities for improvement, including only 7 of 24 Academic Achievement points, 9 of 24 Growth points, 0 of 4 English Language Proficiency points, and 0 of 12 Student Success points.

	What changes in student group and subject performance are included in these goals?	Domain 1: RLA: Increase from 70% → 80% Approaches, 42% → 52% Meets, and 23% → 30% Masters. Math: Increase from 53% → 70% Approaches, 26% → 40% Meets, and 9% → 18% Masters. Science: Increase from 32% → 60% Approaches, 14% → 30% Meets, and 1% → 20% Masters. The focus is not only on increasing passing rates but also on moving more students into Meets and Masters, with the greatest acceleration targeted in Math and Science. Domain 2: Increase the number of students demonstrating expected or accelerated annual growth, particularly students who did not demonstrate sufficient growth in the previous year. Use three-week progress monitoring, common formative assessments, MAP data, student work, intervention data, and PLC data cycles to identify students who are not progressing. Provide targeted intervention, reteaching, and acceleration to move students from Did Not Meet → Approaches → Meets → Masters. Place additional emphasis on students who are below grade level while ensuring students already at Approaches or Meets continue to demonstrate growth. Domain 3: Prioritize improvement among student groups with identified accountability gaps, particularly Special Education and Emergent Bilingual students. The campus's TSI data identify both groups as having multiple missed indicators.

CAMPUS FOCUS AREAS

Use information from your *Reflective Activity* on the *ESF Levers (if available)* to complete the following section.

ESF LEVERS	**Implementation Level** (**1** Not Yet Started - **5** Fully Implemented)
Lever 1: Planning and Performance Management through Strong Leadership	3 - Beginning Implementation
Lever 2: Talent Retention and Strategic Staffing	3 - Beginning Implementation
Lever 3: Integrated Student Support Systems	3 - Beginning Implementation
Lever 4: Academic Experience: High Quality Instructional Materials	3 - Beginning Implementation
Lever 5: Instructional Leadership and Capacity Building	3 - Beginning Implementation
Lever 6: Campus Finance and Operations	3 - Beginning Implementation

PRIORITIZED FOCUS AREAS

Complete each section below:

From the drop-down menu, select 1-2 Levers the campus has selected to prioritize for the 2026-27 school year.

Rationale: Explain the reason(s) the campus chose to focus on this ESF Lever this school year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

	Prioritized Focus Area #1	Prioritized Focus Area #2
ESF Lever	**Lever 3: Integrated Student Support Systems**	**Lever 4: Academic Experience: High Quality Instructional Materials**
Rationale	Bob Hope Elementary will prioritize Lever 3 because the CNA identified needs related to MTSS/RTI implementation, student behavior and discipline, SEL, attendance, intervention progress monitoring, and consistent systems for responding to students' academic and non-academic needs. The ESF defines Lever 3 as establishing proactive and responsive student support systems aligned to the district's MTSS framework while promoting positive school culture, supports for all students, and family engagement. The campus will focus on Essential Action 3.1: Multi-tiered System of Supports by strengthening student support teams, universal screening, progress monitoring, and data-driven decision-making to identify students needing additional academic, behavioral, attendance, or social-emotional support. The framework specifically calls for student support teams to regularly review students' academic, behavioral, and foundational strengths and implement individualized supports. The campus will also emphasize 3.2: School-wide Culture, Behavior, Safety by establishing consistent schoolwide expectations, classroom routines, proactive behavior supports, incentives, and consequences. In addition, 3.3: Interventions and Supports directly aligns with the campus's SEL and proactive discipline work because it calls for timely, targeted responses that promote belonging, safety, growth mindset, and self-regulation while reducing barriers to learning.	Bob Hope Elementary will prioritize Lever 4 because student achievement data indicate a need to strengthen the academic experience for all students, particularly in Math, Science, Special Education, and among students who are not yet demonstrating expected academic growth. The ESF defines Lever 4 as implementing the district's framework for strong instruction through research-based strategies, high-quality instructional materials, and aligned assessments to provide a rigorous academic experience for all students. The campus will specifically focus on Essential Action 4.1: Multi-tiered Academic Experience to ensure strong Tier 1 instruction is provided to all students while students needing additional support receive aligned Tier 2 and Tier 3 interventions. This includes strengthening research-based instructional practices in reading and math, providing coherent intervention and tutoring systems, and using aligned assessments to inform instruction. The campus will also emphasize Essential Action 4.2: Management of Curriculum Implementation by monitoring implementation of district-adopted high-quality instructional materials, supporting teachers with lesson internalization, and ensuring the curriculum and assessments meet the needs of all learners, including special populations.
How will the campus build capacity in this area? Who will you partner with?	The campus will build capacity by developing a consistent MTSS process that addresses students' academic, behavioral, attendance, and social-emotional needs. Staff will receive training and ongoing support in progress monitoring, intervention documentation, data-based decision-making, behavior management, SEL strategies, and campus behavior-response procedures. Student support teams will regularly review student data, identify students requiring additional support, implement targeted interventions, and monitor student response to those interventions. The campus will also strengthen proactive behavior and SEL practices by establishing consistent schoolwide expectations, classroom routines, prevention strategies, incentives, consequences, and supports for student self-regulation and belonging. The campus will partner with district MTSS personnel, Special Education staff, behavior support personnel, counselors, the campus social worker, teachers, and families to strengthen prevention and intervention systems. Community partners i.e. CIS may also be utilized to provide additional resources and services that address barriers affecting attendance, behavior, social-emotional well-being, and students' ability to access instruction.	The campus will build capacity by strengthening teachers' understanding and implementation of high-quality instructional materials and research-based Tier 1, Tier 2, and Tier 3 instructional practices. Teachers will participate in collaborative planning, lesson internalization, PLCs, and professional learning focused on effective use of district-adopted curriculum, aligned assessments, differentiation, and intervention. Campus leaders will monitor curriculum implementation through walkthroughs, student work, assessment data, and lesson internalization to identify areas where additional coaching and support are needed. We will partner with district curriculum staff, content coordinators/specialists, Special Education staff, bilingual/ESL support staff, campus instructional leaders, NIET and teachers to provide professional learning, modeling, coaching, and support with curriculum implementation. The campus will also utilize district-supported curriculum resources and professional development to strengthen implementation and ensure instructional materials meet the needs of all learners, including special populations.

Barriers to Address throughout this year	Barriers: - Lack of a consistently implemented campus-wide MTSS/RTI process for identifying, documenting, monitoring, and adjusting student interventions. - Inconsistent progress monitoring and documentation of academic and behavioral interventions. - Varying levels of staff understanding regarding when students should move between tiers and how intervention effectiveness should be evaluated. - Inconsistent implementation of schoolwide and classroom behavior expectations and proactive behavior supports. - Student SEL, self-regulation, behavior, and attendance needs can interfere with students' ability to consistently access instruction. - Staff may not always have clear procedures for requesting assistance or receiving timely support during significant student behavior incidents. - Coordination among general education, Special Education, administration, counseling, social work, and other support personnel may not always be consistent. - Family engagement and communication can be challenging when addressing attendance, behavior, intervention, and other barriers to student success.	Barriers: - Inconsistent implementation of district-adopted high-quality instructional materials across classrooms and grade levels. - Varying levels of teacher understanding and experience with lesson internalization and effective use of the curriculum. - Inconsistent delivery of strong Tier 1 instruction and differentiation for students with varying academic needs, including Special Education and Emergent Bilingual students. - Intervention practices may not always be closely aligned to students' identified skill gaps or the core curriculum. - Inconsistent use of formative assessment, student work, and progress-monitoring data to adjust instruction and determine when students need Tier 2 or Tier 3 support. - Limited time for teachers to deeply internalize lessons, collaboratively plan, analyze student work, and prepare targeted instructional responses.
How will you communicate these priorities to your stakeholders? How will create buy-in?	The campus will clearly communicate Lever 4: Academic Experience — High Quality Instructional Materials and Lever 3: Integrated Student Support Systems as the two campus priorities through staff meetings, PLCs, SBDM meetings, parent meetings, newsletters, and ongoing campus communications. Staff will receive regular updates on implementation progress and student outcomes through PLCs and data meetings. Families and community stakeholders will receive information in clear, family-friendly language explaining how these priorities support stronger instruction, student achievement, behavior, attendance, and student well-being. Buy-in will be created by connecting the priorities directly to the needs identified through our CNA, student achievement data, behavior and attendance data, and stakeholder feedback. Rather than presenting the priorities as additional initiatives, we will demonstrate how they organize and strengthen work already occurring on campus. Staff will have opportunities to provide feedback, participate in problem-solving, analyze student data, and help determine next steps through PLCs, committees, and campus leadership structures. We will provide teachers with the training, resources, time, and support necessary to successfully implement the priorities and celebrate evidence of progress. For families and community members, we will communicate the connection between these priorities and improved outcomes for students and provide meaningful opportunities for input and participation. As implementation progresses, we will share measurable successes—such as improved academic performance and growth, stronger intervention outcomes, improved attendance, and reductions in repeated discipline concerns—to demonstrate the impact of the work. Our message will remain consistent: Lever 4 strengthens the academic experience we provide every student, while Lever 3 ensures every student has the academic, behavioral, attendance, and social-emotional supports needed to be successful.	
Desired Annual Outcome	By the end of the 2026–27 school year, Bob Hope Elementary will have a consistent, campus-wide MTSS system in place to identify, support, monitor, and respond to students' academic, behavioral, attendance, and social-emotional needs. Student support teams will regularly review data, implement targeted interventions, monitor student progress, and adjust supports based on student response. The campus will demonstrate improved intervention outcomes, increased attendance and student engagement, and reductions in repeated behavior and discipline concerns.	By the end of the 2026–27 school year, Bob Hope Elementary will demonstrate increased fidelity in the implementation of high-quality instructional materials and multi-tiered academic supports across all grade levels. Teachers will consistently implement standards-aligned Tier 1 instruction, utilize district-adopted instructional materials, and provide targeted Tier 2 and Tier 3 supports based on student need. Progress will be demonstrated through improved walkthrough and implementation data, student growth, and increased STAAR performance at the Approaches, Meets, and Masters levels.