

Goose Creek Consolidated Independent School District

Bonnie P. Hopper Primary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



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

Demographics

Demographics Summary

Student population continues to increase at Hopper. With this, faculty and staff increases as well to meet the needs of students. Hopper has certified and highly qualified staff to also meet the needs of the diverse student population. Being a primary campus, attendance starts strong and then decreases but never below 93%. Hopper has many programs to support At-Risk students as well to provide incentives for attendance; therefore, all student populations and programs are reached.

Demographics Strengths

- Hopper has excellent teacher retention; therefore stability is maintained.
- Hopper student body continues to increase and Hopper administration increases support to accommodate this increase.
- Hopper has programs and incentives to reach At-Risk students and to increase student attendance.
- Teacher backgrounds (ethnicity/race) are similar to student body.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Teachers will need additional training and/or certification to meet additional needs of all students (i.e. ESL and GT training, certification) **Root Cause:** The increasing number of ELL students who qualified for ESL services is increasing; therefore, greater number of ESL certified teachers is needed.

Student Academic Achievement

Student Academic Achievement Summary

As a campus, data shows consistent growth and team work toward student success. The campus consistently scores in the top five in the district on curriculum -based assessment. Our lowest performing sub population is special education, but their performance rate is still above 70% passing.

Student Academic Achievement Strengths

A strength found in our campus is the success of all students across the sub-populations. There is normally a trend with economically disadvantaged and minority students scoring well below the other populations, but that is not an indicator on this campus.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The RtI process slows down the special education referral process due to time constraints and limitations. **Root Cause:** The special education department requires students to go through the RtI process to be referred for special education testing, but when highly qualified teachers use formal and informal evaluations that indicate severe deficits, this process delays their testing by much as a year.

School Processes & Programs

School Processes & Programs Summary

Hopper uses a multitude of teaching strategies, data analysis and interventions, and technology to serve and support all students in order to meet their academic needs and state expectations.

School Processes & Programs Strengths

The strengths are small group interventions, identifying and supporting individual needs, collaborative planning, focus well on early literacy, language, numeracy, social empowerment, and motor readiness.

Perceptions

Perceptions Summary

Hopper provides a safe environment where parents are welcome and share our vision. Students feel safe when they enter our building through our warm and caring climate of the school-wide expectations. Our parents are welcome at our school throughout the school day, and we host numerous events for parents to participate in.

Perceptions Strengths

Our strengths are parental involvement, PBIS, communication of student expectations, community involvement, and community support.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Hopper has 518 students under the age of 6 who need emotional support daily on campus during instructional time. **Root Cause:** Some of our students do not have the behavior skills necessary to manage emotional distress at school.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- PBMAS data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals






Goal 1: B.P. Hopper will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 1: Achieve 90% or mastery on grade level assessments and support Highlands Elementary on meeting or exceeding the state average on STAAR by all students.

Evaluation Data Source(s) 1: EOY Renaissance, Universal Screener, STAAR Scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Disaggregate and analyze test data and grade distributions to target specific objectives and determine strengths from areas of concern, including achievement discrepancies among various student groups.</p>	2.4	Campus Administrators	90% of students at or above grade level according to CBA and Benchmark results and IPT and TELPAS scores for ELL students by the end of May			
Problem Statements: Student Academic Achievement 1						
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Use Campus Instructional Specialist, At-Risk Intervention Teacher and administrators to facilitate six weeks PLC pre-planning and planning sessions to target specific TEKS and objectives and implement plans for closing achievement gaps in the content areas.</p>		Campus Administrators	90% of students at or above grade level according to CFAs at the end of each unit			
<p>Critical Success Factors CSF 2</p> <p>3) Chart students Guided Reading Levels, CFAs and CBA results in data folder to track progress and make instructional adjustments as needed for at-risk students.</p>	2.6	Teachers Campus Instructional Specialists Campus Administrators	Implementation of instructional interventions based on student needs			

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Provide specific resources, extra personnel, and extended instructional time to meet the needs of all students, including at-risk students. (Intervention time and during the day tutorials)</p>	2.6	Campus Administrators	90% of students at or above grade level by the end of May			
Funding Sources: Coordination of Local and State Funds - 14000.00						
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>5) Provide coaching support for classroom teachers, especially teachers new to the profession, grade level, or content area.</p>		Campus Administrators Campus Instructional Specialist Outside Consultant Bilingual Instructional Specialist	Teachers will show 90% student performance at or above grade level on CFAs			
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6</p> <p>6) Utilize Vertical Teams with Hopper and Highlands Elementary and hold vertical alignment meetings each semester to focus on the needs of all students.</p>	2.4	Campus Administrators Campus Instructional Specialist Teachers	Essential standards will be determined as prerequisites for each grade level			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:


Student Academic Achievement
<p>Problem Statement 1: The RtI process slows down the special education referral process due to time constraints and limitations. Root Cause 1: The special education department requires students to go through the RtI process to be referred for special education testing, but when highly qualified teachers use formal and informal evaluations that indicate severe deficits, this process delays their testing by much as a year.</p>

Goal 2: B.P. Hopper will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 1: Provide staff members with information, materials, and the necessary training to ensure student success both academically and behaviorally.

Evaluation Data Source(s) 1: CBA's, Common Formative Assessments, Benchmarks, Renaissance 360, Universal Screener

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 1) Implement the Bilingual/ESL program so that ELLs progress one language proficiency level yearly and reach English attainment within 3-5 years.		Teachers Campus Administrators	Pre-K and Kindergarten students will progress at least one level of English language proficiency at the end of the school year on IPT ALL first grade students will progress at least one language proficiency level on TELPAS			
	Problem Statements: Demographics 1 Funding Sources: Coordination of Local and State Funds - 300.00					
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 2) Implement the GATE program so that all GATE students are taught at their highest potential through accelerated instruction and achieve above grade level EOY DRA and scores of 90% or better on EOY Math CBAs.		Campus Administrators Teachers	ALL GATE students will achieve above grade level EOY DRA and or better on EOY Math CBAs			
	Funding Sources: Coordination of Local and State Funds - 200.00					
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 3) Implement Special Education programs so that all Special Education students are taught in the least restrictive environment to improve learning outcomes.		Teachers Campus Administrators	90% of all Special Education Students will master their individualized goals at the end of the school year			
	Funding Sources: Coordination of Local and State Funds - 300.00					
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 4) Provide staff development as needed to address needs in core content areas, technology, at-risk students and target sub populations.	2.5	Campus Administrators	100% of teachers provide interventions during scheduled intervention time			
						

Performance Objective 1 Problem Statements:

Demographics






Problem Statement 1: Teachers will need additional training and/or certification to meet additional needs of all students (i.e. ESL and GT training, certification) **Root Cause 1:** The increasing number of ELL students who qualified for ESL services is increasing; therefore, greater number of ESL certified teachers is needed.

Goal 3: B.P. Hopper, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Ensure all B.P.Hopper students are enrolled in school and are present on a daily basis.

Evaluation Data Source(s) 1: Attendance Data, RaaWee records

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>1) Promote 96 % or above attendance school-wide and incorporate incentive programs for students and teachers through PBIS and CATCH Frameworks.</p>		Attendance Clerk Campus Student Success Specialist Campus Administrators Counselor Teachers PBIS CATCH Team	The targeted attendance percentage is 96% or above.			
<p>Critical Success Factors CSF 1</p> <p>2) Increase students' knowledge about college and career planning through activities that support and promote college and career readiness and awareness.</p>		Campus Administrators Counselor Campus Student Success Specialist	Jr. Achievement presentations to all Kindergarten and First Grade students, various speakers and students' participation in research presentations College and Career parade			
<p>Critical Success Factors CSF 1</p> <p>3) Continue the use of administrators to help develop a plan for students who are missing class due to inappropriate behaviors in the classroom.</p>		Campus Administrators	50% decrease of the number of Office Referrals per grade level as compared to the previous school year			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 4: B.P. Hopper will provide and maintain a safe, positive learning environment.

Performance Objective 1: Provide a safe and healthy learning environment through utilizing the Focus Five-PBIS and CATCH models schoolwide as well as Olweus.

Evaluation Data Source(s) 1: Discipline Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 6</p> <p>1) Utilize Pure Edge Plan daily to develop self-esteem and provide opportunities for self-growth and self-control for all students.</p>		<p>Campus Administrators Campus Student Success Specialist Teachers</p>	50% reduction of the number of classroom disruptions.			
Problem Statements: Perceptions 1						
<p>Critical Success Factors CSF 6</p> <p>2) Utilize weekly guidance classes, special clinics to directly teach social skills and/or problem-solving situations with behaviors to help reduce discipline referrals and bullying incidents.</p>		Counselor	Reduction in the number of discipline referrals			
<p>Targeted Support Strategy Critical Success Factors CSF 6</p> <p>3) Implement and organize a reward and incentive program for positive student behavior through PBIS to increase student citizenship and morale (Recognition of positive behavior using Gotcha Dollars, Get Your Gears during lunch, Grasshopper Rallies, Trophies from Specialty, Golden Grasshoppers, I noticed..., Acts of Kindness, and Student of the Month)</p>		<p>Campus Administrators Campus Student Success Specialist</p>	<p>Increase the number of positive office referrals. 50% reduction in the number of discipline referrals per grade level as compared to previous school year.</p>			

<p align="center">Critical Success Factors CSF 6</p> <p>4) Promote positive staff climate with a variety of incentives (Daily water and snack station at teacher's lounge, teacher weekly, monthly and yearly rewards such as special parking spot, jean coupons, gift cards and more, weekly Shout Outs, Breakfast on PLC days, Teacher Appreciation Week, PIE breakfast at the beginning and end of the year, Special Coupon Award, HOP Club incentives/activities, and teacher recognition at rallies).</p>		<p>Campus Administrators Campus Student Success Specialist</p>	<p>PLC Collaboration and support</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

<p>Perceptions</p>
<p>Problem Statement 1: Hopper has 518 students under the age of 6 who need emotional support daily on campus during instructional time. Root Cause 1: Some of our students do not have the behavior skills necessary to manage emotional distress at school.</p>






Goal 5: B.P. Hopper will recruit, develop, and retain highly effective personnel.

Performance Objective 1: All students will be taught by a teacher who has met the requirement of highly effective or state certification.

Evaluation Data Source(s) 1: Classroom rosters and teacher documentation

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 1</p> <p>1) Attend job fairs and recruit early from pool of highly effective teachers in core academic subject areas.</p>		Campus Administrators	Staffing complete before the academic school year begins			
<p>Critical Success Factors CSF 1</p> <p>2) Assure all assignments and re-assignments are filled with highly effective staff.</p>		Campus Administrators	All positions will be filled before the school year begins			
<p>Critical Success Factors CSF 1</p> <p>3) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.</p>		Campus Administrators	Retention of new teachers			
<p>Critical Success Factors CSF 1</p> <p>4) Assess the staff development needs of those teachers not meeting highly effective standards and develop staff development growth plans.</p>		Campus Administrators	Staff Development Needs Assessment Written Intervention plan			
<p>Critical Success Factors CSF 1</p> <p>5) Implement Teacher Intervention Plan for all non-highly effective teachers.</p>		Campus Administrators	Intervention Plan on file and submitted to personnel within 6 weeks of hire			
<p>6) Ensure campus personnel decision-makers are available during peak recruiting/hiring times.</p>		Campus Administrators	Campus submits staffing assignments by June 30			

<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>7) Encourage and solicit teachers to add subject area certifications with emphasis on ESL supplement.</p>		<p>Campus Administrators</p>	<p>Additional highly effective teachers with additional subject area certification</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 6: B.P. Hopper will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 1: B.P. Hopper will establish and maintain parent and community partnerships.

Evaluation Data Source(s) 1: Reports for parent sessions, volunteers, and parent teacher conferences

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 5</p> <p>1) The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.</p>	3.1	Campus Administrators Campus Student Success Specialist	Greater parental participation and students' academic success			
<p>Critical Success Factors CSF 5</p> <p>2) The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.</p>	3.2	Campus Administrators Campus Student Success Specialist	Increase the number of parents attendance			
Funding Sources: Coordination of Local, State, and Federal Funds - 500.00						
<p>Critical Success Factors CSF 5</p> <p>3) Continue offering parent volunteer training.</p>		Campus Administrators Campus Student Success Specialist	Parents understanding of their roles as volunteers			
<p>4) Continue to hold weekly Student Support Team meetings to assess family needs and provide support for parents to promote their child's education.</p>		Campus Administrators Campus Student Success Specialist	100% compliance with scheduled meetings			






<p align="center">Critical Success Factors CSF 5</p> <p>5) Utilize a variety of methods to communicate between school and home to support ongoing student success (newsletters, daily folders, School Messenger, Home Visits, Parent Conferences, Post Cards).</p>		<p>Campus Administrators Campus Student Success Specialist Teachers</p>	<p>By the end of May, 95% of all the parents had attended at least one parent/teacher conference</p>			
<p align="center">Critical Success Factors CSF 5</p> <p>6) Continue recruiting active parent and teacher members for PTO.</p>		<p>Campus Administrators Campus Student Success Specialist</p>	<p>Organization of various committees to support school activities/events</p>			
<p>7) Collaborate with community members and organizations to create and maintain partnerships to support students as life-long learners.</p>		<p>Campus Administrators Campus Student Success Specialist Counselor</p>	<p>Receive contributions from PTO and PIE (Highlands Lynchburg Chamber of Commerce and GMC) and attend the Organizations' meetings/sessions to guarantee incentives in order to continue promoting students' success (citizenship, attendance, good behavior, academic performance, etc)</p>			
<p align="center">Critical Success Factors CSF 5</p> <p>8) Create and promote PTO committees for parental involvement.</p>		<p>Campus Administrators Campus Student Success Specialist</p>	<p>Each committee in charge of supporting school activities/events</p>			
<p align="center">Critical Success Factors CSF 5</p> <p>9) Continue to implement the WATCH D.O.G.S. program to encourage the support of positive male role models.</p>		<p>Campus Administrators Campus Student Success Specialist</p>	<p>Continue promoting positive behavior and decrease the number of office referrals</p>			
<p align="center">Critical Success Factors CSF 5</p> <p>10) Provide instructional field trips and encourage parents' help and participation.</p>		<p>Campus Administrators Campus Student Success Specialist</p>	<p>Greater parental participation and students' academic success</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 7: B.P. Hopper will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Maximize student achievement by utilizing and integrating available technology, software, and websites in order to develop appropriate lessons to introduce, practice, and/or reinforce TEKS.

Evaluation Data Source(s) 1: Reports for computer program usage, sign in sheets from training, walk throughs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Integrate technology into all content areas by using available resources (Renaissance, Fast Forward, Waterford, and Imagine Learning) in order to enhance the curriculum and reduce the achievement gap for at-risk students with assistance from district-provided staff.</p>		<p>Campus Administrators Teachers Campus Instructional Specialist Special Education Teacher</p>	<p>Increase student academic performance of the following groups:</p> <ol style="list-style-type: none"> 1. Bilingual students 2. RTI targeted students 3. Special Education 4. Migrant Students 			
<p>Critical Success Factors CSF 1</p> <p>2) Provide support to utilize Promethean boards, laptop carts, clickers, and associated technology for classrooms.</p>		<p>Teachers Campus Administrators</p>	<p>100% of teachers and students utilize technology to impact learning</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	6	Utilize Vertical Teams with Hopper and Highlands Elementary and hold vertical alignment meetings each semester to focus on the needs of all students.

Instructional Leadership Team

Committee Role	Name	Position
Administrator	Maria Rosas	Principal
Classroom Teacher	Jessica Amezcua	Pre-K Teacher
Classroom Teacher	Donna Romero	SPED Teacher
Classroom Teacher	Lori Chartian	Kindergarten Teacher
Classroom Teacher	Lalynda Clements	Kindergarten Teacher
Classroom Teacher	Crystal Mokhtari	First Grade Teacher
Classroom Teacher	Keren Keeney	First Grade Teacher
Classroom Teacher	Mindi Garzoria	Art Teacher
Classroom Teacher	Melinda Trainer	P.E. Teacher
Administrator	Cara Munn	Assistant Principal
CSSS	Soledad Harding	CSSS
CIS	Kayla Johnson	CIS
Campus At-Risk Interventionist	Linda Leatherwood	At-Risk Interventionist
District-level Professional	Rebecca Robins	Director of Curriculum and Instruction
Parent	Holly Guidry	PTO President

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2	Materials for parent academic sessions	Title I, Part A Funds	\$500.00
Sub-Total					\$500.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Payroll costs for tutors and supplemental intervention materials	SCE Funds	\$14,000.00
2	1	1	Supplemental instructional materials	Bilingual/ESL Funds	\$300.00
2	1	2	Supplemental instructional materials	GT Funds	\$200.00
2	1	3	Supplemental instructional materials	Special Education Funds	\$300.00
Sub-Total					\$14,800.00
Grand Total					\$15,300.00