Goose Creek Independent School District

Bonnie P. Hopper Primary

2015-2016 Campus Improvement Plan

Mission Statement

The mission of B. P. Hopper Primary School is to ensure the success of each student by providing a nurturing child-centered learning environment in which students gain a strong academic foundation.

Vision

Every student is achieving at his or her maximum potential in an engaging, inspiring, and challenging learning environment.

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Comprehensive Needs Assessment

Needs Assessment Overview

B. P. Hopper Primary is one of 16 elementary campuses in Goose Creek Consolidated Independent School District. Hopper Primary opened its doors in 1980 and serves predominantly low to middle class families. Hopper Primary serves 490 students in grades PK to 1st. Five years ago, 467 students were served by the campus, which is an increase 5%. We are a self-contained teaching model for PreK to 1st grade.

The student population is 7 % African-American, 33% Anglo, 0.006% Asian, 55% Hispanic, 51.2% male and 48.7% female with a low socioeconomic status of 56%. The staff population is 11% African-American, 63 % Anglo, 0% Asian, 23% Hispanic, 3% two or more, 3% male and 97% female with an average of 12.63 years of experience. 100% of Highly Qualified teachers and 100% of Highly Qualified paraprofessionals.

B. P. Hopper Primary serves 113 English Language Learner students, 25 students in the Gifted and Talented program, 10 students identified for 504 services, 24/5% of RtI Tier I students, 8/2% of Tier II students, 7/1.4% of Tier III students, 34 students served though special education services (7%) and 1 students tested, but not qualified for special education services.

The site-based decision-making team looked at last year's program evaluations, survey results, and the following data: Benchmarks, CBAs, Attendance

Committees were formed to look for areas of weaknesses and strengths. The data showed:

Curriculum, Instruction, and Assessment:

Strengths: Scope & Sequence are clearly linked to TEKS, CBAs & other data-driven feedback identifies areas of need to continue academic growth

Needs: Teachers would like "see or take" the iStation test to see if it's aligned and how

Demographics:

Strengths: Rezoning has reduced enrollment

Needs: teacher/student ratio was 23-24:1

Family and Community Involvement:

Strengths: Active PTO, Family Nights are well attended, Community involvement includes YMCA, Jr. Achievement, Shine Dental, Backpack Buddies

Needs: Student Attendance

School Context and Organization:

Strengths: PLCs provide teachers with data-driven, research-based practices, ILT includes input from all stakeholders, RtI addresses academic needs for struggling learners, and daily practice of a nurturing environment is practiced by all staff

School Culture and Climate:

Strengths: Parent involvement, feel safe 90% of the time, staff have high expectations for students, Review 360 is used more to collect data

Needs: Concerns in bus dismissal and entrance into the school (vestibule needed), Rotation of principals year after year is exhausting

Staff Quality, Recruitment and Retention:

Strengths: PLCs provide opportunity for teacher feedback on how they are doing per data (CBAs, etc.), staff attendance has improved, new staff are provided mentors, ILT, CIP constant workable copy, CIS, Interventionist, Tutors

Needs: Constant changes in administration on campus breaks down unity

Student Achievement:

Strengths: Data easily disaggregated through ISIP reports & Eduphoria, able to compare campus to other campuses within the district, gains in SpEd population, projected growth obtain for students in the bilingual program

Needs: continue programs that are showing great progress

Technology:

Strengths: Promethean boards in each classroom, iPads, staff uses technology across curriculum

Needs: need more hands-on training, consumable resources (batteries, etc.)

Conclusions:

Our CBA data in comparison with others in the district have us typically ranked within the top 5. Based on this data, our site-base team, with teacher input, has identified those strategies that will continue to strengthen our program. These include hiring reading tutor with SCE funds, teacher coaching provided by

our CIS, and implementation of the district initiative program delivered by our at-risk interventionist.

Another finding was directly related to student attendance. Based on each six weeks reporting period, Hopper has not met its goal of 98%. A five year study was done over the percentages and incentives to increase student attendance. With this in mind, ILT has developed new strategies while maintaining those that were implemented last year to see if we can improve our attendance rate.

Comprehensive Needs Assessment Data Documentation

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

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.

Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
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.	Campus Administrators, Campus Instructional Specialists, At-Risk Specialist, Teachers	EOY ISIP Universal Screener				
2) Use instructional facilitator, at-risk specialist and administrators to facilitate weekly PLC pre-planning and planning sessions to target specific TEKS and objectives and implement plans for closing achievement gaps in the content areas with an emphasis on writing.	Teachers, At-Risk Specialist, Campus Instructional Specialists, Campus Administrators	EOY ISIP Universal Screener				
3) Chart students Guided Reading Levels each six weeks in data room to track progress and make instructional adjustments as needed.	Teachers, Campus Instructional Specialists, Campus Administrators	Charts				
4) Provide specific resources, personnel, and extended instructional time to meet the needs of all students, including at-risk students.	Instructional Bilingual Specialist, At-Risk Specialist, Campus Administrators, Campus Instructional Specialists	Lesson plans, Charts, Coaching Forms				
5) Provide coaching support for classroom teachers, especially teachers new to the profession, grade level, or content area.	Instructional Bilingual Specialists, Campus Administrators, Campus Instructional Specialists, At-Risk Specialist	Walkthroughs, Coaching Classroom Feedback Forms				

6) Use Professional Learning Communities and Vertical Teams with Highlands Elementary to ensure teachers understand and implement the TEKs with a focus on White, Special Ed., ELL and Economically Disadvantaged groups.	Campus Administrators, Campus Instructional Specialists	T-TESS observations, Lesson Plans			

✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue

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

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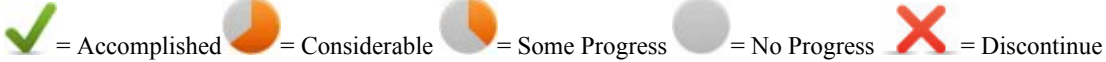
Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Implement the Bilingual/ESL program so that ELLs progress one language proficiency level yearly and reach English attainment within 3-5 years.	Instructional Bilingual Specialists, Teachers, Campus Administrators	TELPAS scores				
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	Lesson plans				
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	Annual IEP Meetings and mastering annual goals				
4) Utilize Vertical Teams with Highlands Elementary and hold vertical alignment meetings once per six weeks to focus on the needs of all students.	Campus Administrators, Instructional Specialists, At-Risk, FIC	Sign in sheets				
5) Provide staff development to address needs in core content areas, technology, at-risk students and target sub populations.	Campus Administrators	Sign in sheets				
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Goal 3: At B.P. Hopper through enhanced and dropout prevention efforts, 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.

Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Promote reasonable % or above attendance school-wide and incorporate incentive programs for students and teachers through PBAS.	Attendance Clerk, Family Involvement Coordinator, Campus Administrators, Counselor	Attendance Data and HOPE minutes				
2) Increase students' knowledge about college and career planning through activities that support college and career readiness and promote college awareness.	Campus Administrators, Counselor, Family Involvement Coordinator	Agendas				
3) Continue the use of administrators to help develop a plan for students who are missing class due to inappropriate behaviors in the classroom.	Campus Administrators	Decrease Office Referrals				
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Goal 4: B.P. Hopper will provide and maintain a safe, positive learning environment.

Performance Objective 1: Provide a safe learning environment through utilizing the PBAS model schoolwide and Olweus.

Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Implement a reward and incentive program for positive student behavior. Utilize Keystone curriculum daily to develop self-esteem and provide opportunities for self-growth for all students.	Campus Administrators, Family Involvement Coordinator, Teachers	Continued recognition of positive behavior				
2) Utilize weekly guidance classes to directly teach conflict resolution and problem-solving to help reduce discipline referrals and bullying incidents.	Counselor	Reduce discipline referrals				
3) Organize incentive and recognition programs to increase student citizenship and morale.	Campus Administrators, Family Involvement Coordinator	Grasshopper Rallies				
4) Promote positive staff morale with a variety of incentives.	Campus Administrators, Family Involvement Coordinator	Teacher rewards				
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Goal 5: B.P. Hopper will recruit, develop, and retain highly qualified and highly effective personnel.

Performance Objective 1: Recruit and retain highly qualified personnel.

Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Attend job fairs and recruit early from pool of Highly Qualified teachers in core academic subject areas.	Campus Administrators	Job Fair Report				
2) Assure all assignments and re-assignments are filled with Highly Qualified staff.	Campus Administrators	Master Schedule				
3) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.	Campus Administrators	Minutes				
4) Assess the staff development needs of those teachers not meeting HQ standards and develop staff development growth plans.	Campus Administrators	Staff Development and Needs assessment Written HQ Intervention plan				
5) Implement a HQ Teacher Intervention Plan for all non-HQ teachers.	Campus Administrators	Intervention Plan on file and submitted to personnel within 6 weeks of hire				
6) Ensure campus personnel decision-makers are available during peak recruiting/hiring times.	Campus Administrators	Campus submits staffing assignments by June 30				
7) Encourage and solicit teachers to add subject area certifications with emphasis on ESL supplement.	Campus Administrators	Additional HQ teacher with additional subject area certification				
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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.

Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Collaborate with community members and organizations to create and maintain partnerships to support students as life-long learners.	Campus Administrators, Family Involvement Coordinator, Counselor	Sign in sheets				
2) Continue recruiting active parent and teacher members for PTO.	Campus Administrators, Family Involvement Coordinator	Sign in sheets, Membership Reports				
3) 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).	Campus Administrators, Family Involvement Coordinator, Teachers	Parent/teacher surveys, Contact Logs, Post Cards Newsletters				
4) Create and promote PTO committees for parental involvement.	Campus Administrators, Family Involvement Coordinator	Sign In sheets, Membership Reports				
5) Continue offering parent volunteer training.	Campus Administrators, Family Involvement Coordinator	Sign in sheets				
6) Coordinate and schedule parent workshops as needed.	Campus Administrators, Family Involvement Coordinator	Sign In sheets				
7) Continue to hold Student Support Team meetings to assess family needs and provide support for parents to promote their child's education.	Campus Administrators, Family Involvement Coordinator	Contact Log, Monthly Reports				

8) Continue to implement the WATCH D.O.G.S. program to encourage the support of positive male role models.	Campus Administrators, Family Involvement Coordinator	End of Day Survey		
9) Coordinate and schedule family involvement nights each semester.	Campus Administrators, Family Involvement Coordinator	Sign in sheets		
10) Provide instructional field trips and encourage parent help and participation.	Campus Administrators	Sign in sheets		
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Goal 7: B.P. Hopper will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Maximize student achievement by integrating new Promethean Board technology in all content areas.

Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Integrate technology into all content areas by using available resources (Heartsoft, iStation, Leap Frog, Type to Learn, Scholastic) in order to enhance the curriculum and reduce the achievement gap for at-risk students with assistance from district-provided staff.	Campus Administrators	CBAs				
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