

SCHOOL IMPROVEMENT PLAN

2006–2007

Coop Elementary
Scott Goetz, Principal

Vertical Team: **Sam Houston High School**

Region: **North Region**

Date presented to parents and community: **November 10, 2006**

Date presented and approved by school: **November 10, 2006**

PTA/PTO Parent Representative's Signature

Teacher Representative's Signature

Principal's Signature

The regional superintendent's signature below indicates that this document has been reviewed by the regional office staff and the region superintendent and certifies that this document meets all district requirements for a School Improvement Plan.

North Region Superintendent's Signature

Mission Statement

The mission of Coop Elementary is to create a safe collaborative culture to ensure success for all students as life long learners.

Overview of School

Ethel R. Coop Elementary School, located at the intersection of Aldine-Westfield and Parker Road in Northeast Houston, serves approximately 723 students in grades pre-kindergarten through five as of September 2006. Of these, approximately 49% are male and 51% are female.

The student body is ethnically diverse: 85% of our students are Hispanic, 10% are African American, 4% are White and less than 1% are Asian/Native American.

Free or reduced price meals are received by approximately 95% of the student body. The Title I program is school wide. Approximately 48% of our students are Bilingual or ESL classes. At risk students comprise 70% of the population. 56 students, 7% of our student population, receive exceptional education services. There are 90 students enrolled in the 4- full day pre-kindergarten classes for 2006 -2007.

Sixty students are identified as gifted and talented which comprises 8% of our student body and are served under the G/T program at Coop. Kindergarten through second grade students are identified for the gifted/talented program through standardized testing. There are Bilingual or ESL certified teachers in the G/T program at all grade levels so that language is not a barrier to the program.

Coop will have an altered instructional day for the 2006/2007 school year. Monday, Tuesday, Thursday & Friday students will attend from 7:45 – 3:15. Every Wednesday will be an early dismissal, students will be released at 12:45. Coop has for the last nine years placed great emphasis on an after-school program. This year, Coop will again participate in the City of Houston After School Achievement Program (ASAP). We offer after school activities for approximately 100 students from 3:15-5:30 Monday, Tuesday, Thursday, and Friday and from 12:45 – 5:30 on Wednesday. Students participate in tutorials, clubs and team sports. In the spring, tutorials are also held on Saturday mornings with a focus on TAKS preparation.

Shared Decision-Making Committee

Organizational Structure

We chose the Quality Circles Model for Shared Decision Making, believing that decisions that affect the school should be made collectively. Components of the model include:

- To provide a mechanism for shared problem solving.
- To build trust among members of the school staff and community
- To provide an open and collaborative climate
- To increase a sense of ownership of organization goals
- To improve student achievement through enhancing faculty and community involvement

Decision-making Process

The Shared Decision Making (SDM) Committee examines issues related to implementation of our School Improvement Plan and future planning/goal-setting through the use of Quality Circles to reach consensus. The SDMC is comprised of several smaller committees that are involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

The 16 member SDM Committee received training in Quality Circles. Members lead Quality Circles to address issue and serve on one of three standing committees:

1. The Instructional Committee addresses curriculum, planning and staff development.
2. The School Climate Committee addresses the areas of school organization and staffing patterns.
3. The Budget Committee addresses the areas of budgeting and staffing. This committee works very closely with the other two committees to analyze availability of funding and alternative funding sources.

A member of the SDMC chairs each committee. Any staff member is free to join any committee. The Instructional Committee includes all Grade Chairpersons, plus any others who choose to join. The Budget Committee includes the Title I Coordinator plus any other who wish to join. The School Climate Committee includes the Chairperson of the School Discipline Committee plus any others who wish to join.

Any staff or community member may submit an issue related to SIP by depositing it in the SDMC suggestion box. The principal will assign the issue to a facilitator from an SDMC standing committee who will convene quality Circles. The person submitting the concern must serve on the Quality Circle in order for that issue to be addressed. The SDMC meets as a group 10 times a year, or more frequently if needed. The subcommittees are chaired by an SDMC member but are open to any faculty member who wishes to serve on that committee. Committee meetings are called on as needed basis. Reminder announcements of meetings are made with school announcements and through the Coop Compass newsletter.

Method of Communication

Items are submitted by any staff or community member for consideration by the Shared Decision Making Committee. A “Suggestion Box” is set up in the main hall for that purpose. This is explained in more detail in the decision making process.

When decisions are made, decisions will be communicated to the school community by having minutes available in the principal's office and posted on a bulletin board in the main hall. Minutes are also sent to all staff, SDMC members, and are disseminated periodically through PAC meetings and newsletters.

A copy of the SIP is provided to each SDMC member. The plan is monitored by each member through out the year. A review of progress on the SIP Goals and Objectives is scheduled at least twice during the year.

Membership

Name of SDMC Member	Position (Classroom teacher, other school-based professional, non-instructional, parent, community, business)
Nora Rubalcava	other school based professional
Santa Gonzales	other school based professional
Susan Sudduth	other school based professional
Rita Robinson	other school based professional
Shirley Howard	Classroom Teacher
Ann Johnson	Classroom Teacher
Tarah Burris	Classroom Teacher
Maria Arrieta	Classroom Teacher
Magdalena De La Cruz	Classroom Teacher
Beatriz Orr	Classroom Teacher
Manuel Gonzalez	Classroom Teacher
Judy Garza	Classroom Teacher
Sonia Galo	Non-Instructional
Juanita Saenz	PTO Parent
Maricela Renteria	PTO Parent
Roy Olivio	Community
Dr. Farhav Shirazian D.D.S.	Community
Dr. Clarissa Booker	Business/University

Totals:

# of Classroom Teachers (2/3)	8	# of Parents	2
# of School-based Staff (1/3)	4	# of Community Members	2
# of Non-instructional Staff	1	# of Business Members	1
(no more than one)		(no more than one)	

Needs Assessment

Target Priority Goal # 1: To Increase Student Achievement

- Objective 1.1 - On the Spring 2007 English and Spanish TAKS Reading subtest, all student groups will show an improvement from the 2006 panel recommendation score of 77% to at least 78%.
- Objective 1.2- On the Spring 2007 English and Spanish TAKS Math subtest, all student groups will show an improvement from the 2006 panel recommendation score of 77% to at least 78%.
- Objective 1.3- On the Spring 2007 English and Spanish TAKS Writing subtest, all student groups will maintain or show an improvement over the panel recommendation score of 96% from the previous school year.
- Objective 1.4- On the Spring 2007 English TAKS Science subtest, all student groups will show an improvement from the 2006 panel recommendation score of 66% to at least 70%.

Results on the 2006 English/Spanish- All Students- TAKS scores at the panel recommendation are listed below (Percent Passing).

Eng/Span TAKS	Reading	Math	Writing	Science
Grade 3	86%	71%	NA	NA
Grade 4	76%	78%	96%	NA
Grade 5	70%	83%	NA	66%
Total	77%	77%	96%	66%

Results by ethnic group

Eng/Span TAKS	Reading	Math	Writing	Science
African American	3 rd - 92% 4 th -25% 5 th -83%	3 rd -45% 4 th -38% 5 th -100%	4 th -88%	5 th - ***
Hispanic	3 rd -78% 4 th -81% 5 th -69%	3 rd -58% 4 th -87% 5 th -80%	4 th -94%	5 th -62%
White/Other	3 rd - *** 4 th -100% 5 th - 60%	3 rd -*** 4 th 100% 5 th 100%	4 th - 100%	5 th - 100%

* = Less than 5 students tested, no results were reported.

The results of the 2006 TAKS administration show that we will need to continue to work to prepare our 3rd, 4th and 5th grade students for English TAKS Math and Reading. We will also continue to prepare for our 5th grade students for the Science TAKS. Our 5th grade reading scores also need improving. We feel that this is partly due to many of our bilingual students transitioning to English and taking TAKS in English for the first time. We will pay close attention to our African American student group at 3rd and 4th grade in both Reading and Math. Professional development for 2006/2007 will include technology for all areas identified through the needs assessment.

Objective 1.5- On the Spring 2007 State Developed Alternative Test (SDAA), all student groups will maintain or show an improvement in meeting ARD expectations on all tests taken.

SDAA		Reading	SDAA		Math
Instructional Level	# Tested	Percentage meeting ARD expectations	Instructional Level	# Tested	Percentage meeting ARD expectations
K	1	*Not reported	K	3	*Not reported
1	11	100%	1	8	100%
2	11	91%	2	10	100%
3	20	95%	3	19	95%
4	10	90%	4	9	89%
5	0	*Not reported	5	4	*Not reported
Total	53	94%	Total	53	96%
SDAA		Reading	SDAA		Math
Grade Level	# Tested	Percentage meeting ARD expectations	Grade Level	# Tested	Percentage meeting ARD expectations
3 rd	16	100%	3 rd	15	100%
4 th	18	94%	4 th	20	100%
5 th	19	89%	5 th	16	88%
Total	53	94%	Total	51	96%

SDAA		Writing
Instructional Level	# Tested	Percentage meeting ARD expectations
K/1	3	Not reported
2	8	63%
3/4	5	100%
Total	16	75%

We will continue to work with all student groups to maintain our level of expectations for each instructional level.

Objective 1.6- By the end of May 2007 the school-wide average daily attendance will increase from 96% to 97%

Coop's attendance rate for the 2005/2006 was 96%. The attendance committee works at improving that rate by offering contests and incentives to encourage high attendance. These activities are described in our action plan. Additionally, parents are contacted by mail and home visits when students display a habit of absenteeism. The importance of attendance is addressed in parent meetings and newsletters. The emphasis on parent involvement is closely related to student attendance. Clubs are held after school and students are encouraged to join a club or sports team in an effort to impact student attendance as well as school climate.

Objective 1.7-The percentage of teachers in the core academic areas that are highly qualified will remain 100%.

Coop will continue its traditional bilingual program in 2006/2007. Teachers will continue training and as a faculty have indicated that they are committed to making the program successful with the ultimate goal of every child graduating from high school and graduating from Collage. All teachers will participate in the Cambridge, WebCCat, Riverside, Chancery, and CPS Technology and CMCD professional development as it is offered throughout the year.

Goal 3: To improve public support and confidence in schools

Objective 3.1 - To increase by 5% the number of parents that actively volunteer at the school as compared to the previous school year.

In parent involvement, Coop has been successful in involving almost 100% of the parents at some level. Our goal this year is to go beyond that to develop in a majority of the parents a sense of pride in Coop as their school, the North Region as their district, and a pride in the academic success their children are experiencing.

Coop works closely with Parker Square Residents Association and with Prairie View A&M University to increase parental involvement in the African-American community. The Title I coordinator / VIPS representative, monitor the volunteering efforts of parents on the campus.

The librarian has opened the Coop library to parents. The school nurse offers a variety of health information and immunization opportunities for parents.

The school offers additional activities such as the Health Fair, Safety Fest, Career Day, Field Day, Adult trips to the media center, Family / Science Nights, and Parent TAKS presentations. Parents are also invited to student programs such as the American Heritage, Christmas, Black History, Cinco de Mayo and Spring Concert.

Goal 5 - To Increase Violence Prevention and Intervention

Objective 5.1- Discipline referrals for drugs, alcohol, and tobacco will remain at zero.

Objective 5.2- Reduce by 5% the number of Code of Student Conduct discipline referrals as compared to the number of referrals from the previous school year.

The school's safe and drug Free Schools and Communities Needs Assessment, conducted in 2005/06 indicated that our staff was at the awareness level in most staff development areas on this topic. Teachers were at the knowledge level on student esteem issue and they desired additional training in consistency management. We are currently in the fourth year of the implementation of the Project Grad program Consistency Management and Cooperative Discipline (CMCD).

In the area of parent involvement, it was determined that we would implement training in Peer Mediation, CMCD, Drug use prevention and Parenting classes through The Volunteers of America.

10 Components of a Title I Program

1. A comprehensive needs assessment –
All data was reviewed for all students and student subgroups. The results and conclusions of this review are included in the previous SIP section, Needs Assessment

2. School-wide reform strategies –
The continued use of CLEAR and staff development which accompanies it, the expanded use of Model Lessons and the collaborative meeting by content and grade level to monitor and develop instructional plans are part of our school-wide reform strategies.
CLEAR- See Objectives 1.1-1.4-All Groups and All Subjects
Cambridge, Riverside- See Objectives 1.1-1.4- All Groups and All Subjects
The Accelerated Reading Program- See Objectives 1.1-1.4-Reading
The Accelerated Math Program- See Objectives 1.1-1.4-Math
CMCD- See Objective 5.2

3. Instruction by highly qualified professional staff – 100% of our teachers are certified for the position they hold. They have varying levels of experience, and support is given to less experienced teachers by their colleagues. Parents are notified if a teacher is not certified and the teacher must be working toward certification or efforts continue to hire someone who is certified.
See Objective 1.7, page 18 -19 of part 2

4. High-quality and ongoing professional development – Instructional leaders receive training during the summer and school year to provide on-site training and monitoring. The Shared Decision-Making Committee identifies areas in which staff members participate in staff development offered at HISD, regional levels as well as that provided by other consultants.
See Objective 1.7, page 19 -20 of part 2

5. Strategies to attract high-quality highly qualified teachers – Recruitment and retention of teachers who are certified for positions for which they are appropriately certified are on-going activities. We closely work with our region's HISD Personnel Officer and network with other principals to help in this effort; our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
See Objective 1.7, page 19 -20 of part 2

6. Strategies to increase parental involvement – Family Math/Science Nights are held to increase parents in the school's programs. Open House, frequent telephone contact and monthly calendars, flyers and newsletters are methods of recognizing parents as partners. In addition parents are offered classes to meet their needs, for example ESL classes and TAKS information classes.
See Objective 3.1, page 22- 26 of part 2
7. Transition from early childhood programs – Contact between neighborhood day care providers and the schools is on-going in order to include neighborhood centers in early childhood activities, provide information about our school and to meet parents. Our school sponsors opportunities for both parents and future students to visit the school and learn of our programs.
See Objectives 1.1-1.4 - All Groups and All Subjects
8. Measures to include teachers in the decisions regarding the uses of academic assessments – On-going staff development is available on site to analyze assessment data, including national, state and local assessments to use in making instructional decisions. Grade level, departmental, SDMC and PLC meetings are forums to discuss assessment issues.
See Objectives 1.1-1.4-All Groups and All Subjects
9. Effective, timely additional assistance – The use of periodic snapshot, benchmark and common assessments allow for individual student progress to be monitored at the teacher level, building and administrative district levels so that interventions and assistance will be timely.
See Objectives 1.1-1.4-All Areas
10. Coordination and integration of Federal, State, and local services and programs – At the building level, federal, state and local services and programs are coordinated to best address student needs and are reflected in our activities listed in Part 2.
See Objectives 1.1-1.4, 1.7, 3.1, 5.1 and 5.2

State Compensatory Education

FTEs: Position – Teaching Assistant - FTE - 1

Total FTEs: - 1

Description of materials and services purchased with SCE funds:

These supplemental funds are being used to enhance the Title I schoolwide program for Coop Elementary school through instructional support from a Teaching Assistant and through tutorials for identified students.

Ramirez, Esmeralda ASST,TCHING FTE- 1.00 - \$16,951.00.

\$18,000.00 has been allocated for extra duty pay for teachers

\$1,200.00 has been allocated for support staff
to be used for after school and Saturday tutorials.

Total for 142= \$36, 151.00

Additional State Compensatory Education funding has been allocated by the district as follows:

Crawford, Sonya R	TCHR, First Grade	FTE-1.00- \$36,882.00
Posey, Lori J.	TCHR, First Grade	FTE-1.00- \$36,050.00
Kapral, Andrew J	TCHR, Fourth Grade	FTE- .39- \$14,060.00
Kingman, Katherine	TCHR, 2 nd Grade	FTE- .24- \$ 8,852.00
Shynett, Karen	TCHR, 1 st Grade	FTE .58- \$30.161.00
Miller, David N.	TCHR Multi-Grade	FTE .76- \$45,345.00
DeLaCruz, Magdalena	TCHR, Bilingual	FTE .03 \$ 1.376.00

Total for 101 = \$172,725.00

Total All Funds= \$208,876.00

Staff Development Plans

Staff Development Date	Type of Staff Development	Description
August 4, 2006 Compensatory day for November 20, 2006	Test Data Review	Disaggregation of test data and design of instructional strategies based on the results were presented.
August 12, 2006 Compensatory day for November 21, 2006	Clear	Lead teachers presented updates to the HISD Clear curriculum including model lessons.
	Hands on Science/Health	Science lessons and activities were presented that were grade level appropriate. 5 th grade TAKS objectives were reviewed and grade level responsibilities were presented.
January 2, 2007	Reading/ELA, Math, Science and /or Social Studies	Review TAKS/ Stanford / Aprenda strategies for Reading, Math and Writing. Develop appropriate interventions.
	Intervention Strategies	Develop list of students needing interventions and determine Who, How, When and What strategies will be used to accomplish goals.
February 9, 2007	Reading/ELA, Math, Science and /or Social Studies	Review TAKS strategies for Reading, Math and Science. Develop appropriate interventions.
April 9, 2007	SIP Review and Development	All staff members will review current strategies and revise and suggest new strategies for the next school year.
Early Dismissal 12:45	Type of Staff Development/ Parent Involvement	Description
May 24, 2006	Report Cards and Parent Conferences	Parents will pick up the report card and talk to the teacher about student progress and summer school.