August 2016

Spring Creek Elementary

Annual Campus Improvement Plan
2016-2017

Table of Contents

Executive Summary 3

Goal 1 4
Objectives
Activity Statements

Goal 2 5
Objectives
Activity Statements

Goal 3 6
Objectives
Activity Statements

Goal 4 8
Objectives
Activity Statements

Goal 5 9
Objectives
Activity Statements

District Professional Development Plan 11

Executive Summary	2016-2017 will be the second year for Spring Creek Elementary. Enrollment to begin the year is approximately 575 students in grades kindergarten through fourth. A campuswide goal this year is to increase consistency in both behavioral and academic areas of the school. Student equity is a top priority, and all students should expect to receive the same high-quality instruction across grade levels and classrooms. Data from the 2015-2016 school year indicates that students in some subgroups (African American and low-socioeconomic, specifically) are not finding the same level of success as their peers in the areas of math and reading. Increased consistency in instruction and a focus on growth mindset and student equity are part of our plan to close this achievement gap. Our campus has developed a clear and consistent process for Response to Intervention, and as a result our struggling students receive appropriate interventions. In 2016-2017 we hope to continue refining that process so that teachers are providing data in a similar format to one another. Because of our process, students in tier 2 of the RtI process were able to immediately begin receiving interventions in the new school year. Spring Creek Elementary will continue to work diligently to foster a school family culture that is inclusive of all. We will be deliberate in creating strong relationships among staff members, students, and their families.

Goal 1	**All students will successfully complete rigorous and relevant coursework that will prepare them for their future.**

Objective(s)	**1.** Ensure that all students have access to rigorous and engaging curriculum and technology that promote learning to be a productive and responsible citizen in a global marketplace. **2.** Support the needs of diverse learners as they engage in rigorous coursework. **3.** Provide access to the general curriculum for students with disabilities through the use of inclusive practices across grade levels and campuses.

Activities		Person(s) Resp	Resources	Timeline
	A. Align lesson plans and instruction across grade levels, as well as with the TEKS and district curriculum documents.	- Administration, Grade Level Leaders, Specialists; teachers	- Staff time, District Curriculum Documents, TEKS	August-June
	B. Use coaching to foster an environment of collaboration that results in improved instruction and continued growth for every teacher.	-Administration, Specialists, Instructional Coach	-Staff Time, Technology, Campus Coaching Team	August-May
	C. Refine SIT and RtI processes and communicate those clearly to all staff members	-Administration, Specialists, Counselor	- Local Funds; Technology	June-June
	D. Refine clear processes for collecting and storing student learning data.	-Administration, Specialists, Counselor	- Staff Time; Local Funds	June-August

Evaluation	
	- Evidence of curriculum alignment in lesson plans and classroom walk throughs - Number of teachers participating in coaching - Accuracy and completeness of student information submitted to the SIT committee

Goal 2	**Through increasing opportunities for choice, students will be able to customize learning opportunities to meet their unique needs and develop creative thinking.**

Objective(s)	**1.** Provide opportunities for students to become fluent in and adapt to a variety of technologies. **2.** Provide opportunities for students to participate in enrichment activities. **3.** Allow students to access curriculum in multiple ways.

Activities		Person(s) Resp	Resources	Timeline
	A. Provide staff development for teachers that focuses on best instructional & learning practices including but not limited to the Workshop Approach, technology, and word study.	- Administration, Specialists, Instructional Coach	- Staff Time, Local funds	August-May
	B. Provide opportunities for students to participate in enrichment activities, both within the general education classroom and through pull out services as appropriate, by training teachers in ways to take lessons to a deeper level of rigor and by creating small enrichment groups for students in need of additional enrichment time.	- Enrichment Specialist, Classroom Teachers	Staff Time, Local Funds	Aug.-May
	C. Train teachers in the technology available to them on our campus, including iPads and software subscriptions, with a focus on student technology use.	- Administration, Technology Facilitator, Librarian	- Staff Time - Local funds	August-May

Evaluation	- Number of students participating in enrichment groups - Instruction and learning-focused staff development provided -Evidence of technology use through student products and classroom walk throughs

Goal 3	**Provide a safe and supportive environment for all, with an emphasis on positive, strong, healthy relationships.**

Objective(s)	
	1. Ensure that all Spring Creek Elementary employees meet the social/emotional needs of our students.
	2. Ensure that the school environment is safe and conducive to learning.
	3. Nurture relationships among staff to promote personal and professional growth.
	4. Provide professional, customer-oriented interactions with parents, students, visitors, and staff.

Activities	Person(s) Resp	Resources	Timeline
A. Establish a Social/Emotional Learning Team representative of all campus groups. Social Emotional Learning team will conduct common area observations and update expectations as appropriate. Hold monthly SELT meetings to discuss any issues and plan staff training	- Administration, SELT team	-Staff Time, Local Funds	August-June
B. Develop safety and security procedures for the campus and communicate those with staff Continue to communicate safety and security procedures with staff.	- Assistant Principal, Nurse, Director of Facilities	- Staff Time - Local funds	August-June
C. Utilize CHAMPS in the school common areas to teach and reinforce student expectations and to continually communicate expectations for students and teachers.	- All Staff	- Staff Time, Local Funds	June-May
D. Provide a safe place and friends and family board to support Conscious Discipline in each classroom; Add destressors, Wish You Well, and Commitments as additional components of CD	- Counselor, Classroom Teachers	- Staff Time, Local Funds	August-May
E. Teach proactive intervention strategies for concerns such as bullying	- Counselor	- Staff Time, Local Funds	August-June
F. Create Continue to develop a common understanding of discipline procedures, including what behavior interventions are appropriate and what constitutes the need for a discipline referral	- Administration, School Staff	Staff Time	August-May
G. Follow the campus handbook to ensure student safety, including check in/check out procedures, volunteer approval, lock/prop inside doors, wearing staff IDs, visible identification for all campus visitors	-All Staff	- Local Funds	August-June

Evaluation	
	- Effectiveness of safety and security procedures - Office discipline referrals and other discipline data - Observation of Conscious Discipline and CHAMPS implementation

Goal 4	**Empower families and the community to be full partners in students' educational success.**

Objective(s)	**1.** Provide opportunities for families to support their children in the learning process. **2.** Communicate effectively with families and the community regarding school activities and volunteer opportunities.

Activities

	Person(s) Resp	Resources	Timeline
A. Support a Spring Creek PTO that is inclusive of all interested parents and community members.	- Principal	- Staff Time, PTO	July-August July-June
B. Monthly communication (at least) from classroom teachers regarding learning objectives and classroom activities.	- Classroom Teachers	- Staff Time	August-June
C. Provide opportunities for all students to participate in a performance and schedule those performances both during the day and in the evenings so that as many parents as possible can attend.	-CAMP team, Administration	- Staff Time, Local Funds	August-June
D. Maintain communication about the availability of online programs such as Home Access Center (HAC) to monitor student progress.	- Principal; Assistant Principal	- Staff Time - Local funds	August-June
E. The school website, SchoolMessenger and district social media outlets will be used to actively communicate with families and community members.	- Principal, Assistant Principal	- Staff Time - Local funds - Staff Web Adminstrator	July-June
F. All students will receive positive communication from school within the first three weeks of school	- Classroom teachers	-Office staff, local funds	August-September
G. Host at least one family night each semester.	-All campus staff, PTO	-Staff time, PTO	August-May
H. Send home paper communications to those parents who do not have easy access to electronic communications	-All Staff	-Staff Time	August-May

Evaluation	- Usage statistics **(Twitter, Facebook, HAC, Number of volunteers)** show evidence of use - Number and variety of opportunities for community and family engagement and involvement in student success - Teacher newsletters and parent communication data

Goal 5	**Demonstrate accountability to our community by providing a quality education based on local standards, while meeting state and federal targets.**

Objective(s)	**1.** Employ multiple measures of accountability, ensure measured progress over time and provide public access to the results. **2.** Comply with all state and federal requirements.

Activities	Person(s) Resp	Resources	Timeline
A. Complete the required documentation for the Community Based Accountability System as developed by CSISD staff and community members. Community-Based Accountability System will address ● Fine arts ● Wellness and PE ● Community and parent involvement ● 21st century workforce development ● Second language acquisition ● Digital learning environment ● Dropout prevention strategies ● Gifted and talented programs ● Reporting and policy requirements ● Qualified staff ● Scope & sequence ● Choice in learning ● Literacy and mathematics ● College ready ● Financial resources	- Administration	- Staff Time	February-May
B. Evaluate student achievement in the following programs: Bilingual/ESL, LEP, Gifted and Talented, Special Education, and students in at risk situations.	-Administration, Specialists, Counselor	-Staff Time	August-June
C. Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	-Administration, Specialists, Counselor	-Staff Time	August-June
D. The human resources office, in collaboration with the campus principals, will work together to insure that all teachers meet highly qualified status as defined in NCLB.	-Administration, Human Resources Director	-Staff Time	August-June

Evaluation	- Community-based assessment results - State and federal accountability system results - State and local assessment results. - Policy and Procedures manuals created

Spring Creek Professional Development Plan 2016-2017

All members of the staff who work with students in any instructional environment must attend training activities. This includes administrators, teachers, professional support staff and instructional paraprofessionals. College Station ISD has scheduled 10 in-service days during the school year for all instructional staff members. All Spring Creek teachers will participate in their six hour GT update training. Based on our needs as a new staff, the following staff development is planned for the 2015-2016 school year.

August: Team Building, Campus Procedures and Routines, GT training, Technology (including available subscriptions and hardware),

September: Team Building, Update Procedures and Routines, Social/Emotional Learning, RtI/SIT Processes, Equity and High Expectations

October: Coaching, Parent Conference Days, GT training

November: Team Building, Content Specific Small Group Sessions Based on Teacher Needs

December: Technology

January: Team Building, Universal Design for Learning/Providing Access to Curriculum

February: Update Procedures and Routines, Social/Emotional Learning

March: Assessment training, Equity and High Expectations

April: Early Release – Campus Improvement Planning, Assessment training

May: Teambuilding, Campus Improvement Planning, Reflection and goal setting