

College Hills Elementary



Annual Campus Improvement Plan 2017-18

COLLEGE HILLS ELEMENTARY VISION, MISSION and COMPACT

CHE VISION

CHE will provide a learning environment that is respectful and caring of all members of the school community. This learning environment includes:

High standards of achievement for all students
Effective and creative instructional practice
Informed, positive and relevant partnerships with families

CHE MISSION

Safety. Self-Confidence. Success.

CHE TITLE I SCHOOL-PARENT COMPACT: WORKING TOGETHER FOR THE SUCCESS OF EACH STUDENT

As a CHE parent and first teacher of my child, I will...

Send my child to school ready and willing to learn.
Participate in my child's education.
Communicate with my child's teacher(s) throughout the year.

As a CHE teacher, I will...

Create a safe and respectful learning environment.
Plan and teach intentionally in order to provide opportunities for each student to be successful.
Communicate student progress, needs and celebrations throughout the year.
Encourage each student to discover the champion within.

As a CHE student, I will...

Respect myself and others.
Keep myself and others safe.
Be ready and willing to learn.
Follow the rules of the school.

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Executive Summary

The College Hills Elementary Campus Improvement Committee met to develop the campus needs assessment data for the 2016-2017 academic year in March, May, June & August. The committee reviewed survey information from parents and staff, Texas Primary Reading Inventory (TPRI) data, Texas Early Math Inventory (TEMI) data, our 2016-2017 Texas Education Agency School Report Card, TELPAS data, attendance data, discipline data, the preliminary local accountability data as well as other school progress monitoring data College Hills has established. The school was originally built in 1961 and was most recently rebuilt in 2009. It is one of 9 elementary schools in College Station ISD, and it is currently under the direction of Principal Josh Hatfield.

College Hills' vision is to provide a learning environment that is respectful and caring of all members of the school community. This learning environment includes: high standards of achievement for all students; effective and creative instructional practice & informed, positive and relevant partnerships with families. Our highly qualified professionals and paraprofessionals are committed to creating the learning environments that provide educational opportunities in which all students achieve academic success.

Demographics: College Hills end of year enrollment was approximately 770 students from predominantly lower middle class families in grades Head Start 3 year old through 4th grade with just over 44% of the student population being labeled as being "At-Risk." The total enrollment at College Hills slightly increased this past year despite the slowed growth (approximately 2.6%) of the school district. It is important to note, however, that College Hills has many district special programs including Dual Language, CASL, Bi-Lingual Resource and Head Start. The student population is 15.5% African American, 40.5% Anglo, 7% Asian and 33% Hispanic. The overall mobility rate for the campus is about 15%. The average daily attendance rate for students is a little over 96.7%. The campus continues to see a minor problem with the number of students who arrive tardy to school. The school day begins at 7:45, while a small number of students consistently arrive between 8:00 and 8:15. As of the end of May of 2017, we had a total of 247 discipline referrals for 95 different students. There were 32 students who had 3 or more referrals. There was one LEAP (DAEP) placements for the 2016-2017 school year and a total of 31 ISS placements. Comparing these numbers to the totals for 2015-2016, all discipline related instances decreased this academic year by 25%. The committee that finalized the needs assessment believes this positive trend can be associated to the implementation of Positive Behavior Support systems in conjunction with the Conscious Discipline and CHAMPS techniques being employed over the past few years.

Campus Culture and Climate: College Hills school is nestled in the heart of College Station just east of Texas A&M University. We are the oldest elementary school in the district, but it would be hard to tell from the outside. During the 2008-2009 school year, College Hills was part of a school bond election to receive a completely new building with state of the art classrooms and facilities. College Hills has many long standing traditions like Kindergarten Circus and more recent traditions like Friday Morning Meetings, and Paws to the Pavement. All of our traditions are why we have a family atmosphere at College Hills. The staff population is 3.4% African American, 71.6% Anglo, 23.9% Hispanic, 1% Asian, 4% Male, and 96% female. As the number of LEP students College Hills serves continues to increase, it is becoming more critical for the teachers to be ESL certified. Right now, 100% of College Hills teachers maintain their ESL certification. The average daily attendance for staff is approximately the same as the students. Overall, teachers supported the initiatives to "grow" professionally and recognized that even the very best teachers still have much to learn. College Hills' staff is committed to monthly professional development to meet student's academic and social emotional needs which has improved our students' academic learning time. The parent survey indicated that 91.1% of the families were well informed of the activities at school. 90.1% of parents stated they received clear information regarding their child's academic progress. 67.6% of parents visit with their child's teacher one or more times per month. School memos are the highest preferred form of communication from the school at 82.1%. 96% of families believe the staff considers their opinion when it comes to the decisions concerning their child. 88.3% of families say the school has offered them opportunities to share ideas related to school. 96.1% of families believe College Hills Elementary is parent friendly and 97.4% of families have attended family events during the school year.

Student Achievement: College Hills received a rating of “Met Standard” from the Texas Education Agency for the 2016-2017 school year. The campus met all performance and participation indicators in 16-17, and scores show an increase in the “all” category of all test. While there was progress made over all our African American students scored considerably lower than other student populations.

When we compared College Hill’s performance for the 2016-2017 school year with our peers across the district and state, we met the state on nearly every standard. In some areas, African American students performed below their state peers.

Another major focus of the campus plan is our campus Flashlight Data that incorporates all campus level assessments throughout the year. While all students are not on grade level, the Flashlight Data allows us to see the academic improvement the students have made over the course of the school year.

For the 2017-2018 school year we will focus on CHAMPS to improve student understanding of rules and procedures. We will also add additional AVID strategies to work with our students to improve both mental and physical skills. Students will learn to use organizational tools, as well as learn and practice skills around time management and goal-setting. This includes (listening, speaking, writing), self-advocacy skills, note-taking strategies, critical thinking, and study skills.

CHE, Rich Traditions... Bright Futures...

Goal 1	All students will successfully complete rigorous and relevant coursework that will prepare them for their future.
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Objective(s)	<p>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.</p> <p>2. Support the needs of diverse learners as they engage in rigorous coursework including: The needs of low-achieving children and those at risk of not meeting the state student academic achievement standards and those that did not meet the standards the prior year.</p> <p>3. Provide access to the general curriculum for students with disabilities through the use of inclusive practices across grade levels and campuses.</p> <p>4. At least 80% of the K-4 CHE students will meet or exceed expectations on grade level standards.</p>
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Activities	Person(s) Resp	Resources	Timeline
A. Continue the alignment of curriculum to the state TEKS, readiness and supporting standards in the core subject areas (ELA, Math, Science & Social Studies). Included in weekly staff planning. Provide materials for student work.	- Administration, Specialists, Teachers	- Staff Time - Title I Funds - Local Funds	August-June
B. Provide staff development for teachers that focuses on best instructional practices (such as the UDL, Principles of Learning, the Workshop Approach, differentiated instruction models and AVID) with an emphasis on student learning/effective teaching.	-Administration, Specialist	- Staff Time - Title I Funds - Local Funds	June - May
C. Support campus staff in the SIT & RtI processes including the use of Flashlight data reports.	-Administration, Specialists	- Staff Time	August-May
D. Provide teachers training with a Tier 2 intervention program based on Fountas & Pinnell Leveled Literacy (LLI), TEMI, E-Star, ect.	- Specialists	-CHE RtI Guidelines -F&P LLI Kits	June-May
E. Implement K -4 aligned word study.	-K-4 ELA Teachers	-Words their Way -Title I Funds	August-May
*F. Teachers will work with Specialists/Administration each 9 weeks looking at student data to determine the area of growth needed in reading, writing and math. By fully implementing Reader's and Writer's Workshop, we will expose students to a variety of mentor text developing their schema to enhance their understanding and provide a framework to create affluent readers and writers, with a focus on African American students. Provide materials for student work. By fully implementing Math Workshop, we will expose students to a variety of problem solving strategies to help them successfully solve cognitive demanding tasks. Provide materials for student work.	- Administration, Specialists, Teachers	-Staff Time -Title I funds -Local Funds	August-May
G. Teachers will use STEM Scopes to develop lesson plans that enhance student achievement in science and other content areas.	- Administration, Teachers	- Staff Time -Title I funds	August-May
H. Staff members will explore possible opportunities for K-4th students to participate in summer incentives that will encourage students to read over the summer.	- Administration, Specialists, Teachers	- Staff Time -Title I funds	August-May

I. Teachers will provide opportunities for students to write across all content areas including math, science, social studies, and reading language arts.	-Specialists, Teachers	- Staff Time -Title I funds	August-May
J. Teachers will be provided with opportunities to collaborate both vertically and horizontally to enhance student academic and social achievement.	- Administration, Specialists, Teachers	- Staff Time -Title I funds	August-May
K. Third and fourth grade students will use planners to daily to record homework assignments, weekly goals, and parent signature. Student will deepen their understanding of AVID in our first year. Provide student with necessary materials.	-Administration, Teachers	Staff Time -Title I funds	August-May

Evaluation	Campus Based Assessment, State Based Assessment & Community-Based Accountability items (below):
	<ul style="list-style-type: none"> - Improved individual student performance on: Running Records, Marie Clay, Reading, Writing & Math Benchmarks, TPRI, TEMI, Tejas Lee & E-Star - Percentage of students reading at or above grade level at the end of 1st 3rd grade - Percentage of 1st grade students that achieve adequate growth in reading by the end of the school year based upon Fountas & Pinnell assessment - Percentage of students meeting expectations on the ESTAR universal screener in grade 4 - Percentage of 2nd grade students scoring average or above on the end of year Texas Early Math Inventory (TEMI) - Percentage of students passing 3rd & 4th grade Reading STAAR - Percentage of students passing 3rd & 4th grade Math STAAR - Percentage of students passing 4th Grade Writing STAAR - Reduce achievement gaps between White, African American, Hispanic, and Eco. Disadvantaged students -Percentage of students that are referred for Special Education testing through the SIT committee that qualify for Special Education services -Percentage of students receiving specialist services /Tier II interventions as outlined by the SIT committee - Analyzing student writing samples and CBM's each six weeks

Goal 2	Through increasing opportunities for choice, students will be able to customize learning opportunities to meet their unique needs and develop creative thinking.
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Objective(s)	<ol style="list-style-type: none"> 1. Provide opportunities for students to become fluent in and adapt to a variety of technologies. 2. CHE will promote enrichment opportunities for every student. 3. All students identified as GT will receive differentiated instruction in the classroom setting. 4. All second language learners will receive language support in the general education setting. 5. All CHE staff will apply the Response to Intervention (RtI) process to meet the academic needs of students. 6. All staff will participate in continuous school improvement and systemic processes to raise achievement through intentional teaching and learning.
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Activities	Person(s) Resp	Resources	Timeline
A. Place importance on the use of instructional technology by providing all teachers with technology training throughout the school year.	- Campus Technology Facilitator (CTF), Specialists, Administration	- Staff Time - Local Funds - Title I Funds	August-July
B. Enrichment activities that include, but are not limited to UIL, Spelling Bee, Enrichment pull out, Math Enrichment, chess club and school wide enrichment days. This also includes differentiated instruction from classroom teachers.	- K-4 Teachers, Specialists	- Staff Time - Local Funds - Title I Funds	August-July
C. Enrichment activities that are characterized by a high degree of interaction with a project focus, and academic concepts that are taught through a fun, engaging activity rather than by direct instruction.	- K-4 Teachers, Specialists	- CSISD Curriculum, Title I Funds	August-July
D. Provide instructional training for all appropriate staff in language acquisition	- Specialists	- Words Their Way - Title I Funds	August-July
E. Provide staff development for teachers that focuses on best instructional and learning practices including but not limited to: UDL, Principles of Learning, technology, CD, CHAMPS, the Workshop Approach and differentiated instruction models.	- Administration, Specialists, SEL Team	- Staff Time - Local Funds - Title I Funds	August-July
F. Students will be given the opportunity to participate in a variety of art enrichment activities.	- Administration Art Teacher Music Teacher	- Title I Funds - Materials	August-July
G. ESL students will receive effective instructional strategies based on the ELPS, which will be implemented focusing on student performance in listening, speaking, reading and writing activities.	- Administration, Specialists, Teachers	- Title I Funds - Materials	August-July

Evaluation	<ul style="list-style-type: none"> - Students participating in activities - Enrollment in clubs and organizations - Implementation of the workshop model for ELA and Math instruction - Number and variety of professional development opportunities for staff - Implementation of CD and CHAMPS - Percentage of students increasing their TELPAS level.
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Goal 3	Provide a safe and supportive environment for all, with an emphasis on positive, strong, healthy relationships.
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Objective(s)	<ol style="list-style-type: none"> 1. Ensure that all College Hills 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 guidance support through individual, group and whole class lessons to address campus needs. 5. Promote positive school climate by celebrating student and staff success. 6. Provide professional, customer-oriented interactions with parents, students, visitors, and staff.
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Activities	Person(s) Resp	Resources	Timeline
A. Support social-emotional learning through campus teams, training, and resources.	-Administration, SEL Team, Specialists, 4 staff	-Staff Time -Local Funds K-Title I Funds -CD/Champs	August-July
B. Send staff, as needed, to Crisis Prevention Intervention training to ensure that staff have adequate instruction on de-escalation techniques and appropriate management of crisis situations.	-All Staff	-Staff Time -Local Funds -Title I Funds	August-July
C. The campus will continue to update the campus crisis management plan to comply with <u>NIMS (National Incident Management System) guidelines.</u>	-Safety Team, Administration	-Staff Time	August-July
D. The campus safety team will review and change (if needed) its Emergency Operations Plan at least annually.	-Safety Team, Administration	-Staff Time	August-July
E. The campus safety team will review Safety Audit recommendations and implement as appropriate.	-Safety Team, Administration	-Staff Time -Local Funds	August-July
F. The campus administrators will review discipline data at the end of each six weeks based on type of offense, intervention, gender, ethnicity and disability in the following areas: number of suspensions, reason for suspensions, number of discipline referrals, number of expulsions, reasons for expulsions, number of placements in the LEAP program, reason for placements in the LEAP program, and number of physical restraints.	-Administration	-Staff Time -Title I Funds	August-July
G. College Hills will be consistent in applying disciplinary consequences across campuses and grade levels.	-Administration, K-4 Staff	-Staff Time	August-July
H. Continue to implement Positive Behavior Intervention and Supports [PBIS] (such as Conscious Discipline®, Foundations®, etc.) in order to reduce the number of discipline referrals and to address behavioral RtI needs.	-Administration, Counselor, K-4 Staff	-Staff Time -Local Funds -Title I Funds	August-July
I. Implement positive proactive intervention strategies that address offenses such as bullying, harassment, violence (dating and/or sexual abuse) and promote healthy lifestyles.	-Counselor, Administration, K-4 Staff	-Staff Time -Local Funds -Title I Funds	August-July

Evaluation

- Safety and security processes are established
- Discipline and referral data will be reflective of student population with no significant disproportionalities noted
- Evidence of Conscious Discipline and CHAMPS implementation across campus
- Resources provided related to SEL campus team

Goal 4	Empower families and the community to be full partners in students' educational success.
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Objective(s)	<p>1. Provide opportunities for families to support their children in the learning process.</p> <p>2. Communicate effectively with families and the community regarding school activities and volunteer opportunities.</p>
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Activities	Person(s) Resp	Resources	Timeline
A. Connect families and the community to opportunities to expand their involvement. ex. Fun Run, Fiesta Patrias, Boy Scouts, Girl Scouts	-Administration, K-4 staff	- Staff Time - Local Funds - Title I	August-July
B. The campus website, SchoolMessenger, Facebook and other campus social media outlets will be used to actively communicate with parents and community members.	- Administration, Campus Tech Facilitator(CTF)	- Staff Time	August-July
C. Provide parent orientation nights with provided child care for CHE families.	-Administration, K-4 staff	- Staff Time -Title I Funds	August
D. Organize the annual Paws to the Pavement Family Fun Run to promote family health/fitness.	-K-4 staff committee	-Staff Time -Local Funds -Title I Funds	August-February
E. Provide parent conferences that include Title I School-Parent Compacts with all parents/guardians as a means of sharing responsibility for student learning at CHE.	- Administration, K-4 staff	-Staff Time -Local Funds -Title I Funds	August-July
F. Maintain parent communication about the availability of online programs such as Home Access Center (HAC) to monitor student progress.	- Administration, Campus Tech Facilitator(CTF)	- Staff Time - Local Funds	August-July
G. Provide Kindergarten transition information to Head Start parents.	-Family Facilitator, Head Start Staff, Kinder Teachers, Office Staff	-Staff Time -Title I Funds	May
H. Provide parents ongoing family educational information through the home school connection newsletter to help student be successful in school.	-Counselor	-Title I Funds	August-May

Evaluation	<ul style="list-style-type: none"> - 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 - Participation in campus improvement committee - The campuses uses a variety of methods to communicate with parents ex: Facebook, Twitter, Website & School Messenger - Title I Campus Survey results - Sign-in Sheets -Signed Parent Compacts
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Goal 5	Demonstrate accountability to our community by providing a quality education based on local standards, while meeting state and federal targets.
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Objective(s)	<ol style="list-style-type: none"> 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.
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Activities	Person(s) Resp	Resources	Timeline
A. As a Title I campus, College Hills will implement the Ten Components of a School-Wide Title I Program to maximize student learning and achievement.	Administration Specialist, K-4 Teachers	-Staff Time -Local Funds -Title I Funds	August-July
B. Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students.	-Specialist	-State Comp Ed Funds	August-July
C. The campus principal in collaboration with Human Resources, will work to insure that all teachers meet highly qualified status as defined in NCLB.	-Principal, Dept. Supt. Business	-Staff Time	August-July
D. All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR) .	-Principal, Dir. Business Ser.	-Title I -Head Start -IDEA	August-July

Evaluation	<ul style="list-style-type: none"> - Community-based assessment - State and federal accountability system results - State and local assessment results - Title I components clearly specified in Campus Improvement Plans - Policy and Procedures manuals updated - Yearly Comprehensive Needs Assessment
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Campus Staff Development Plan 17-18

Campus: College Hills Principal: Josh Hatfield

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.

Specific days are designated as district days, and the remaining days have been reserved for campus professional development initiatives, campus planning, teacher workdays, and one elementary parent conference day. These days are on the [district calendar](#).

New Teacher University

- College Station ISD conducts a three day New Teacher University (NTU) professional development each August prior to district-wide days. NTU is for all teachers new to the district with additional days of training (2-4) occur during the school year. It is recommended that new administrators attend specifically identified sessions of NTU. For these trainings teachers are assigned to groups based on their years of teaching experience. Instructional Coaches are located on each campus for continuous support of new staff. In addition, mentors are assigned to staff who are in their first year of teaching.

Instructional Focus at College Hills

- Training on the Workshop Model in Reading, Writing, and Math
- Training on Guided Math
- “Coaching” using our ESPN (Educator Support Peer Network)
- Training on Conscious Discipline
- Training on CHAMPS
- AVID

CHE Social Emotional Leadership (SEL) Focus

- Conscious Discipline - Creating a safe and consistent learning environment. This includes safe place, greetings, jobs, friends & family walls, ect...
- CHAMPS

Gifted and Talented

- CSISD requires all teachers to acquire 30 hours of Level 1 Gifted and Talented training. Initial teacher training for 1st through 12th grade staff must be completed before the beginning of the second year of employment. Kindergarten teachers must complete this training during the first semester of employment.
- The district also requires that teachers attend 6 hours of update training annually.
- All administrators and counselors must have an initial 6 hours of GT training which includes Nature and Needs and Identification/Assessment. This training must be completed by the end of the first semester of the first year of employment in the district.

English as a Second Language (ESL)

- All teachers will be trained on the ELPS, scaffolding instruction for students learning the English language, and effective strategies for working with families who have ESL students.
- ESL teachers will be trained on the TELPAS assessment and LPAC procedures.

Special Education

- State Law requires that all Special Education instructional staff member receives Special Education training annually. District in-service meets this requirement. Staff are certified in Crisis Prevention Intervention (CPI) must recertify every two years. College Hills teachers complete a refresher course yearly.
- All teachers must receive training on the Texas Behavior Support Initiative (TBSI).
- Continue the work on Documentation of Tier 1 and Tier 2 interventions.

Workshop

- Workshop is a research based model that obtains high levels of student achievement.
- Workshop creates consistent structures for student success.

Educator Support Peer Network (ESPN)

- Teachers interact and visit other classrooms to develop a culture of reflection and collegiality.

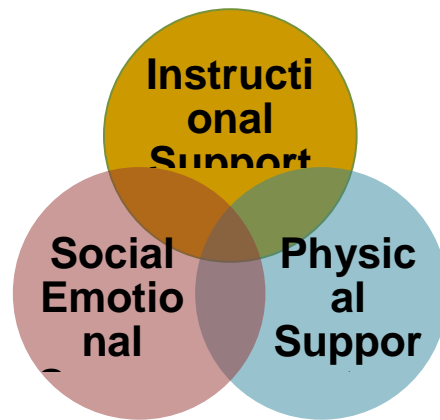
Admin

- Book Study on Daring Greatly to affect change in staff, student, and community perspective.

AVID

- Adding depth to AVID with 3rd and 4th grade for the 17-18 school year.

Campus Staff Development Plans are based on our campus needs. Those needs may come from data that is quantifiable (Such as STAAR, PBMAS, discipline data, attendance, etc.) as well as from data that may be less quantifiable such as in the area of the 3Cs and 3Rs (customization, creativity, rigor etc.). Using this information including the district model below we have provided areas that CHE will focus on with our staff for 2015-2016 year.



The areas of the 3Cs and 3Rs we are focusing on and why.

Relationships- We feel that relationships are the lynchpin in helping students succeed in their endeavors. We will start training with CHAMPS and continue update trainings with Conscious Discipline.

Customization- Through data-driven customization of instruction, we make better use of the precious time we have with each student. Trainings in the area of customizations will include the workshop model and guided reading.

2015 Factors:

- Increased scores in 3rd grade
- Low scores from A-A, hispanic, and economically disadvantaged subgroups
- Increased Discipline referrals
- Decrease in number of students on-level in reading by the end of the year at each grade level
- Staff desire to improve instruction with the workshop model in ELA and Math

The Campus Professional Development Plan below also includes State Compensatory Education Plans, and Title 1 Training, and all trainings that will be completed on Eduhero by the end of the first six weeks.

Campus Professional Development Plan 2017-2018

Date	Time	Type of Meeting	Notes:
8/16/2017	10-4	Instructional, Social Emotional	Kick Off, Team Building, Team Planning
8/18/2017	8-4	Instructional, Social Emotional	Team Building, Nuts and Bolts, CD(Skills Review)
8/21/2017	8-4	Instructional, Social Emotional	Tiger Cubs Training
8/22/2017	8-4	Instructional, Social Emotional	Tiger Cubs Training
8/24/2017	8-4	Instructional, Social Emotional	Tiger Cubs Training
9/12/2017	3:30-5	Instructional, Social Emotional	CHAMPS & ESPN
10/09/2017	8-4	Support	Parent Conferences
10/10/2017	3:30-5	Instructional, Social Emotional	CHAMPS & ESPN
11/14/2017	3:30-5	Instructional, Social Emotional	CHAMPS & ESPN
12/12/2017	3:30-5	Instructional, Social Emotional	CHAMPS & ESPN
01/09/2018	3:30-5	Instructional, Social Emotional	CHAMPS & ESPN
02/13/2018	3:30-5	Instructional, Social Emotional	STAAR General Traing & CHAMPS
1/04/2018	8-4	Instructional, Social Emotional	CHAMPS & ESPN
2/13/2018	3:30-5	Instructional, Social Emotional	CHAMPS & ESPN
2/19/2018	8-4	Instructional, Social Emotional	CHAMPS & ESPN
3/20/2018	3:30-5	Instructional, Social Emotional	CHAMPS & ESPN
4/02/2018	8-4	Instructional, Social Emotional	CHAMPS & ESPN
5/08/2018	3:30-5	Instructional, Social Emotional	CHAMPS & ESPN

COLLEGE HILLS ELEMENTARY
Contributors to Campus Improvement Planning

Name	Title
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Jennifer Mills	Enrichment Spec.
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