

COLLEGE STATION INDEPENDENT SCHOOL DISTRICT

Success



each life each day each hour

**College Hills Elementary
Campus Improvement Plan
2014-2015**

CSISD MISSION, PRIORITIES, and GOALS



CSISD MISSION STATEMENT

The mission of College Station Independent School District, in partnership with the community, is to provide a quality education that prepares our students for the challenges of life.

CSISD BOARD PRIORITIES

Actively communicate to the community, staff and students the District's strengths and challenges in an environment that promotes trust

Promote a learning environment that is safe and results in academic, social and emotional success while encouraging a healthy lifestyle for each student

Maximize resources in order to create highly successful students

CSISD DISTRICT GOALS

All Students Will Achieve Academic Success

Educational Opportunities Will Meet the Unique Academic, Social and Emotional Needs of All Students

Educational Practices Will Be Predicated on Scientifically Based Research

Parents and Community Members Will Be Actively Engaged

A Safe and Supportive Environment Will Be Provided For All Students

CSISD FRAMEWORK FOR STUDENT LEARNING

3 R's: Relevance, Rigor, Relationships

3 C's: Choice, Customization, Creativity

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.

SUMMARY OF COLLEGE HILLS NEEDS ASSESSMENTS FINDINGS

School-Wide Title I Campus

COLLEGE HILLS DATA (2007-2014)

DEMOGRAPHIC INFORMATION								MATH					READING					WRITING				
	Total Pop.	AA	Hisp	White	Asian	EDis	Bil/ESL	All	AA	H	W	EDis	All	AA	H	W	EDis	All	AA	H	W	EDis
2007	614	12.4%	22.3%	49.3%	15.6%	48.9%	23.3%	98%	95%	94%	99%	96%	98%	95%	94%	99%	96%	94%	86%	87%	99%	94%
TAKS	+38	+1.9	+3.9	-4.7	-1.0	-2.4	+2.3	-4	-12	-5	-3	-7	-4	-12	-5	-3	-7	--	+2	+1	-1	-5
2008	652	14.3%	26.2%	44.6%	14.6%	46.5%	25.6%	94%	87%	89%	96%	89%	94%	87%	89%	96%	89%	94%	88%	88%	98%	89%
TAKS	-10	-0.1	+0.6	+1.2	-2.0	-0.5	+5.4	+1	-6	+3	+2	-1	+1	-6	+3	+2	-1	-2	+11	-17	+1	-12
2009	642	14.2%	26.8%	45.8%	12.6%	46.0%	31.0%	95%	81%	92%	98%	88%	95%	81%	92%	98%	88%	92%	99%	71%	99%	77%
TAKS	-14	-3.2	+4.9	-3.8	-1.1	+3.4	+1.9	--	-3	+1	+1	-3	--	-10	+6	-3	-7	+6	-8	+29	-1	+20
2010	628	11.0%	31.7%	42.0%	11.5%	49.4%	32.9%	95%	78%	93%	99%	85%	95%	71%	98%	95%	81%	98%	91%	100%	98%	97%
TAKS	+71	+1.2	-1.8	+0.5	+1.8	+3.4	-7.9	-7	-19	-19	--	-9	-3	+23	-18	+3	+2	--	+9	--	-2	--
2011	699	12.2%	29.9%	42.5%	13.3%	52.8%	25%	88%	59%	74%	99%	76%	92%	94%	80%	98%	83%	98%	100%	100%	96%	97%
TAKS	-31	+6.5	0	-4.2	4.5	+2.9	+5.4	-9.5	+11	-14	-10	-8	-11	-20	-2	-5	-11	-14	-23	-21	-2	-15
2012	668	18.7%	29.9%	38.3%	8.8%	55.7%	30.4%	79%	70%	60%	89%	68%	81%	74%	78%	93%	72%	84%	77%	79%	94%	82%
STAAR	+12	+1.1	+1.1	-1.6	+2.7	-2.2	+3.5	+0.4	-20	+15.5	-2.7	+1	-0.4	-22	+2.7	-2.4	+1.9	-7	-8	-4	-14	-9
2013	680	17.6%	31%	39.9%	11.5%	53.5%	33.9%	78.9%	50%	75%	86%	69%	80.6%	52%	81%	91%	74%	77%	69%	75%	80%	73%
STAAR	+69	-2.5	-3	+2	-1.2	-2.8	-2.1	-11.9	-21	+2	-14	-9	-7.6	-24	-8	-5	-9	-1	-24	+1	+7	-2
2014	749	15.1%	28%	41.9%	10.3%	50.7%	31.8%	67%	29%	77%	72%	60%	73%	38%	73%	86%	65%	76%	45%	76%	87%	71%
STAAR																						

Area of Concern

Prioritized Areas of Concern	Data Source	Data Shows
African American: Reading Math	2014 STAAR Data	Combined 3 rd and 4 th grade percentage that did not met expectations: Reading 38%, Math 29%. This is an area for concern and improvement.
Hispanic: Math Writing	2014 STAAR Data	Combined 3 rd and 4 th grade percentage that met expectations: Math 77%, Writing 73%. These were at and slightly below the 75% mark which CHE used a marker for this data. It remains an area for concern and improvement.
Econ. Disadvantaged: Reading Math Writing	2014 STAAR Data	Combined 3 rd and 4 th grade percentage that did not met expectations: Math 60%, Reading 65%, Writing 71%. This is an area for concern and improvement.
Discipline	Office Referral Data	Administration disaggregated office referral data from 2013-2014 school year. Conclusions pointed to directing future staff professional development at defining what constitutes a "mild, moderate or severe" behavior and how to appropriately handle situations accordingly.

COLLEGE HILLS GOALS AND OBJECTIVES

Goal 1: All Students Will Achieve Academic Success					
Our Objective	How We'll Make This Happen	Who's in Charge	What We Need	When We Take Action	How We Know That It Worked
1.A. At least 85% of K-4 CHE students will meet or exceed expectations on grade level standards	1.A.1. Review and implement the district curriculum in ELA and math to ensure horizontal and vertical alignment of common readiness and supporting standards	K-4 Teachers Specialists Administrators	CSISD curriculum Title I Funds Local Funds	August - May	Improved performance on individual student assessments:
	1.A.2. Provide weekly (60 minute) grade level dedicated Academic Planning sessions; lesson plans will be published via Google Docs for viewing by entire staff	K-4 Teachers Specialists Administrators	CSISD curriculum Google Docs	August - May	TPRI Running Records Reading Check-In Marie Clay Reading Benchmark
	1.A.3. Conduct vertical curriculum alignment sessions during early release staff development days <i>(Relevance/Rigor)</i>	K-4 Teachers Specialists Administrators	CSISD curriculum Flashlight Data	September November February March	Reading Benchmark
	1.A.4. Utilize Flashlight data on a one-page Google Doc spreadsheet to monitor K-4 individual students' learning progress <i>(Relevance/Rigor)</i>	Administration	Google Docs	Aug. – Sept.	TEMI Math CBM Math Check-In Math Benchmark
	1.A.5. Provide CHE Flashlight Data Reports to staff each 6-weeks highlighting current status of K-4 student learning/progress <i>(Relevance/Rigor)</i>	Specialists Administration	Flashlight Data	October January March May	STAAR
	1.A.6. Develop Tier 1 intervention data points and classroom plans for academic and behavioral support for use in the RTI process <i>(Customization)</i>	Principal AP Specialists HS-4 Teachers	Flashlight Data	Sept. - May	
	1.A.7. Restructure roles of campus reading specialists: reading instructional coach and Tier 2 interventionist <i>(Rigor/Customization)</i>	Principal	<u>Coaching Conversations</u> Title I Funds	August - May	
	1.A.8. Implement a Tier 2 reading intervention program based on Fountas & Pinnell Leveled Literacy Interventions (LLI) and <i>(Relevance/Rigor/Customization)</i>	Specialists	CHE RTI Guidelines F&P LLI Kits	August - May	
	1.A.9. Implement K-4 aligned word study practice <i>(Relevance/Rigor)</i>	K-4 ELA Teachers	<u>Words Their Way</u> Title I Funds	August - May	
1.B. All CHE students will be instructed by HQ staff	1.B.1. Recruit staff that meet the highly-qualified criterion under NCLB <i>(Relevance/Rigor)</i>	Principal	CSISD <i>Application On-Line</i>	August – June (as needed)	Candidate certifications

Goal 2: Educational Opportunities Will Meet the Unique Academic, Social and Emotional Needs of All Students

Our Objective	How We'll Make This Happen	Who's in Charge	What We Need	When We Take Action	How We Know That It Worked
2.A. All CHE staff will apply the Response To Intervention (RTI) process to meet the needs of students in need of support academically and/or behaviorally	2.A.1. Implement the CSISD student assessment database for progress monitoring purposes <i>(Relevance/Rigor/Customization)</i>	K-4 Teachers Specialists Administrators	CSISD Database	August - May	Improved performance on individual student assessments
	2.A.2. Utilize Flashlight data on a one-page Google Doc spreadsheet to monitor K-4 individual students' learning progress <i>(Relevance/Rigor)</i>	Administration	Google Docs	August	
	2.A.3. Provide CHE Flashlight Data Reports to staff each 6-weeks highlighting current status of K-4 student learning/progress <i>(Relevance/Rigor)</i>	Specialists Administration	CSISD Database Flashlight Data	Sept. - May	
	2.A.4. Develop Tier 1 intervention data points and classroom plans for academic and behavioral support <i>(Relevance/Rigor/Customization)</i>	K-4 Teachers Specialists Administrators	Flashlight Data Region 4 Math F&P LLI Kits Safe & Civil Schools	Sept. - May	
	2.A.5. Create Tier 2 Behavior Intervention Team (BIT) and campus data points to address needed behavioral interventions <i>(Relevance/Rigor/Customization)</i>	K-4 Teachers Discipline Asst. LSSP Counselor Administrators	CSISD Database Safe & Civil Schools	Sept. - May	
	2.A.6. Provide individual and small group guidance lessons for identified students based on social and emotional needs <i>(Relationships/Relevance/Customization)</i>	Counselor	Tough Kids Tool Box	August - May	
2.B. All second language learners will receive language support in the general education setting	2.B.1. Utilize English Language Proficiency Standards (ELPS) and monitor student progress <i>(Relevance/Rigor/Customization)</i>	HS-4 Teachers ESL Specialist	ELPS-At-A-Glance Title I funds Local funds	August - May	Improved performance on TELPAS, TPRI/TEJAS-LEE
	2.B.2. Provide Instructional coaching for Dual Language teachers and paraprofessional staff <i>(Relationships/Relevance/Rigor/Customization)</i>	DL Coach	Title I funds	August - May	
	2.B.3. Define the role of the Dual Language paraprofessional as an instructional assistant and provide staff development in lesson delivery <i>(Relationships/Relevance/Rigor/Customization)</i>	Principal DL Coach	<u>Words Their Way</u> <u>Teach Like A Champion</u> Title I Funds	August - May	Improved performance on individual student assessments
2.C. All students identified as GT will receive differentiated instruction in the classroom setting	2.C.1. Integrate enrichment activities in the team lesson plans during dedicated 60 minute Academic Planning sessions <i>(Relevance/Rigor/Customization/Creativity)</i>	Enrichment Spec. Specialists K-4 GT Teachers	CSISD Curriculum Title I funds	August - May	Team lesson plans Walk-through data

Goal 3: Educational Practices Will Be Predicated on Scientifically Based Research

Our Objective	How We'll Make This Happen	Who's in Charge	What We Need	When We Take Action	How We Know That It Worked
3. A. All staff will participate in continuous school improvement and systemic processes to raise achievement through intentional teaching and learning	3.A.1. Facilitate monthly professional development on research-based essential tools/techniques that help put students on the path to college <i>(Relationships/Relevance/Rigor/Customization)</i>	Principal AP	Teach Like A Champion Title I funds	August – May	Improved performance on individual student assessments
	3.A.2. Provide CHE Flashlight Data Reports to staff each 6-weeks highlighting current status of K-4 student learning/progress <i>(Relevance/Rigor)</i>	Specialists Administration	Flashlight Data	Specific dates needed	
	3.A.3. Implement coaching techniques as a corollary support of reflective questioning via the CHE walk-through process <i>(Relationships/Rigor/Customization)</i>	Principal AP IC Teacher Rep	CSISD Training Coaching Conversations Walk-through form	Sept. - May	
	3.A.4. Create a CHE walkthrough form that includes elements of research-based essential tools/techniques that help put students on the path to college <i>(Relationships/Relevance/Rigor/Customization)</i>	Principal AP IC Teacher Rep	Coaching Conversations Walk-through form	August	
3.B. All K-4 teachers will engage in academic planning to enhance quality instruction	3.B.1. Provide weekly (60 minute) grade level dedicated Academic Planning sessions; lesson plans will be published via Google Docs for viewing by entire staff <i>(Relevance/Rigor)</i>	K-4 Teachers Specialists Administrators	CSISD curriculum Google Docs	August - May	
	3.B.2. Develop CHAMPS protocols to clarify student learning expectations for activity structures and transitions in each classroom <i>(Relationships/Customization)</i>	K-4 Teachers Administrators	Safe & Civil Schools CHAMPS	August - May	
3.C. All teachers new to CHE will be provided mentor support regarding instructional effectiveness	3.C.1. Assist new teachers to CHE by implementing a comprehensive mentoring program <ul style="list-style-type: none"> - Needs assessment of mentees - Role of mentor as coach - Release time for observation/grand rounds - Support for instructional delivery <i>(Relationships/Customization)</i>	Instructional Coach Mentor Teachers Administrators	Monthly checklists Monthly meetings Title I funds Local funds	August - May	Improved performance on individual student assessments Mentor/mentee survey results

Goal 4: Parents and Community Members Will Be Actively Engaged

Our Objective	How We'll Make This Happen	Who's in Charge	What We Need	When We Take Action	How We Know That It Worked
4.A. Students and parents will feel welcomed and valued as part of the CHE learning community	4.A.1. Disseminate and discuss the Title I CHE School-Parent Compact with all parents/guardians as a means of sharing responsibility for student learning at CHE <i>(Relationships/Relevance)</i>	K-4 Teachers	Title I Funds Local Funds	October	# of Attendees Title I Parent Survey
	4.A.2. Provide parent orientation night to include multiple sessions/times available and provide child care for CHE families <i>(Relationships)</i>	Principal AP K-4 Teachers	Title I funds Local funds	September	
	4.A.3. Organize the 3rd Annual CHE Paws to the Pavement Family Fun Run to promote family health/fitness <i>(Relationships/Relevance)</i>	Pocket Comm.	Title I funds	November 2	
	4.A.4. Organize a CHE evening event to promote family literacy <i>(Relationships/Relevance/Rigor)</i>	AP Pocket Comm.	Title I funds	January	
	4.A.5. Celebrate the CHE learning community via two campus-wide Sing-Alongs	Music Teacher Leadership Team	Local Funds	November April	
	4.A.6. Develop intentional customer-service protocols for the way guests are treated when entering or calling CHE <i>(Relationships)</i>	Principal CHE Office Staff	<u>Fred [Factor] 2.0</u> Title I Funds	August	
4.B. Parents will be well informed and have a general understanding of initiatives and events at CHE	4. B.1. Communicate student academic progress and upcoming school and community events in school-wide Monday folders <i>(Relationships)</i>	HS-4 Teachers	Title I funds	August - May	Title I Parent Survey
	4. B.2. Create a parent-friendly website that includes a master calendar of events and access to necessary documents/forms <i>(Relationships)</i>	Tech Facilitator School Secretary	CHE website	August - May	# of Website Visitors Title I Parent Survey
	4. B.3. Communicate upcoming events to CHE families via School Messenger <i>(Relationships)</i>	Administrators	School Messenger	August – May	# of Attendees Title I Parent Survey
	4. B.4. Provide K transition information to Head Start parents <i>(Relationships)</i>	Family Facilitator HS Staff	Title I funds	May	Sign-In Sheets

Goal 5: A Safe and Supportive Environment Will Be Provided For All Students					
Our Objective	How We'll Make This Happen	Who's in Charge	What We Need	When We Take Action	How We Know That It Worked
5. A. Improve response in emergency situations and/or threats to security	5.A.1 Communicate Emergency Operations Plan with staff (Relevance)	AP	EOP	August	Safety drills data
	5.A.2. Ensure emergency backpacks are appropriately equipped with band-aids, flashlight, and class roster (Relevance)	AP HS-4 Teachers	Local funds	August	
	5.1.3. Practice emergency/safety drills (Relevance)	AP HS-4 Teachers	EOP	August - May	
5.B. Develop a school culture of safety and civility	5.B.1. Develop CHAMPS protocols to clarify student learning expectations for activity structures and transitions in each classroom (Relationships/Customization)	K-4 Teachers Administrators	Safe & Civil Schools <u>CHAMPS</u>	August - May	Discipline referral data (PEIMS)
	5.B.2. Participate in Safe & Civil School/Foundations district planning and implementation (Relevance)	Principal AP SCS Team	Title II, Part A	August - May	
	5.B.3 Create school-wide student and staff expectations and procedures for common area: playground (Relevance)	AP SCS Team	<u>CHAMPS</u>	August	
	5.B.4. Identify Level I (mild), Level II (moderate) and Level III (severe) student behaviors and procedures for revised CHE Behavior Incident Form (Relevance)	Principal AP CHE Staff	<u>CHAMPS</u>	November	
	5.B.5. Develop ISS protocols to decrease loss of instructional time due to behavior incidents (Relationships/Relevance/Rigor)	Principal AP	<u>CHAMPS</u>	August	
	5.B.6. Increase communication between the office and teachers regarding student discipline reports/action plan for follow-up (Relationships/Relevance)	Principal AP	Local funds	August	
	5.B.7. Implement CHE "Shout Outs" during AM announcements to highlight student and staff achievements (Relationships)	Principal CHE Staff	Local funds	August- May	
5. C. Decrease incidents of bullying, harassment, teasing	5.C.1. Provide monthly anti-bullying guidance lessons in each classroom and twice yearly anti-bullying school assemblies (Relationships/Relevance)	Counselor	Title I funds Local funds	August - May	Bully-related discipline referral data (PEIMS)
5.D. Decrease repeated tardies and absences	5.D.1 Develop criteria and conduct 6 week celebrations of "perfect" and "great" attendance (Relationships/Relevance)	Planning Committee Administrators	Title I funds Local funds	End of 6-week grading periods	Attendance data

10 COMPONENTS OF COLLEGE HILLS' SCHOOL-WIDE TITLE I PROGRAM

Component	Data/Resources	CIP Goal
#1: Comprehensive Needs Assessment <i>A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the state content and student performance standards.</i>	<ul style="list-style-type: none"> • State/district/campus assessment data • 6-Week grades • Attendance rates • Discipline data • Failure/retention list 	1, 2, 3, 5
#2: School-wide Reform Strategies <i>Provide opportunities for all children to meet the state's proficient and advanced levels of student performance, <u>strengthen the core academic program in the school</u>, and include strategies to address the needs of all children in the school, <u>particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards.</u></i>	<ul style="list-style-type: none"> • Monthly staff development: <u>Grand Rounds</u> • Bi-weekly academic planning/team lesson plans • Monthly Kid Conference/intervention plans • Coordination of ESL and Dual Lang. programming • CSISD instructional walk-through process • Safe & Civil Schools • Conscious Discipline 	1, 2, 3, 5
#3: Highly Qualified Requirements	<ul style="list-style-type: none"> • Certifications/qualifications of all staff members 	1
#4: High Quality Professional Development <i>High-quality, ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.</i>	<ul style="list-style-type: none"> • Campus staff development • District staff development 	1, 3
#5: Strategies to Attract HQ Teachers to High Needs Schools	<ul style="list-style-type: none"> • Area job fairs • Staff referrals • Student teacher placement 	1
#6: Parental Involvement Strategies <i>Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.</i>	<ul style="list-style-type: none"> • Title I School-Parent Compact • School website • Volunteer program • School events (Sneak Peek, Fun Run, Family Night) • Use of School Messenger 	4
#7: Transition From Early Childhood Programs <i>Plans for assisting preschool children in the transition from early childhood programs</i>	<ul style="list-style-type: none"> • Head Start to K transition information/registration 	4
#8: Including Teachers in Assessment Decisions <i>Measures to include teachers in the decisions regarding the use of <u>academic assessments</u> in order to provide information on, and to improve, the performance of individual students and the overall instructional program.</i>	<ul style="list-style-type: none"> • Weekly academic planning/team lesson plans • Kid Conference/intervention plans 	1, 2, 3
#9: Effective, Timely Additional Assistance <i>Activities to ensure that students who experience difficulty mastering <u>the proficient or advanced levels of academic achievement standards</u> shall be provided with effective, timely additional assistance.</i>	<ul style="list-style-type: none"> • Weekly academic planning/team lesson plans • Kid Conference/intervention plans • Student Intervention Team (SIT) • Pull-out programs 	1, 2, 3
#10: Coordination of State/Federal/Local Funds <i>Coordination and integration occurs between federal, state, and local programs</i>	<ul style="list-style-type: none"> • Integrated funding and programs 	1, 2, 3, 4, 5

COLLEGE HILLS ELEMENTARY
Contributors to Campus Improvement Planning

Linda Anderson	Kinder Teacher
Rachel Ashton	Enrichment Specialist
Lorane Gerik	4 th Grade Teacher
Lauren Given	K Teacher/Instructional Coach
Josh Hatfield	Principal
Moira Koett	Specialist- Reading
Jennifer Mills	3rd Grade Teacher
Thuc-Khahn Park	Math Specialist
Sara Radtke	1 st Grade Teacher
Karin Ramero	3rd Grade Teacher
Tamra Schwertner	2 nd Grade Teacher
Jennifer Skrivanek	Assistant Principal