

*COLLEGE STATION INDEPENDENT SCHOOL DISTRICT*

# **College Hills Elementary Campus Improvement Plan**



**2012-2013**

## **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

# **COLLEGE HILLS ELEMENTARY VISION, MISSION and COMPACT**

## **CHE VISION**

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 SCHOOL-PARENT COMPACT: WORKING TOGETHER FOR THE SUCCESS OF 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.

**COLLEGE HILLS ELEMENTARY  
CAMPUS IMPROVEMENT PLANNING TEAM 2012-2013**

Lauren Given	K Teacher/Instructional Coach
Nefilinda Weberich	K Teacher/ Dual Language
Edie Hedge	1 <sup>st</sup> Teacher
Marilyn Weber	1 <sup>st</sup> Teacher
Sheryl Dettling	2 <sup>nd</sup> Teacher
Kathy Eddens	2 <sup>nd</sup> Teacher
Anna Juliff	2 <sup>nd</sup> Teacher
Tamra Schwertner	2 <sup>nd</sup> Teacher
Katina Osth	3 <sup>rd</sup> Teacher/Dual Language
Beth Steadman	3 <sup>rd</sup> Teacher
Dora Mendoza	4 <sup>th</sup> Teacher/Dual Language
Khara Mikesh	4 <sup>th</sup> Teacher
Karin Romero	4 <sup>th</sup> Teacher
Lorraine Gerik	4 <sup>th</sup> Teacher/Campus Tech Facil.
Janet Boutton	SPED/Resource
Moira Koett	Specialist- Reading
Vickie Martin	Specialist- Early Intervention
Pat Wilson	Specialist- Math
David Hart	Parent
Lisa Bishop	Counselor
Robyn Jones	Assistant Principal
Jane Rankin	Principal

# SUMMARY OF COLLEGE HILLS NEEDS ASSESSMENTS FINDINGS

Texas Education Agency Rating: Academically Acceptable

Adequate Yearly Progress under NCLB: Met

School-Wide Title I Campus

Prioritized Areas of Concern	Data Source	Data Shows
Math Scores: African American	2011 TAKS Data	59% of AA 3 <sup>rd</sup> & 4 <sup>th</sup> graders met expectations on the 2011 TAKS; scores dropped 19 percentage points from 2010 results
Math Scores: Hispanic	2011 TAKS Data	74% of Hispanic 3 <sup>rd</sup> & 4 <sup>th</sup> graders met expectations on the 2011 TAKS; scores dropped 19 percentage points from 2010 results
Math Scores: Econ. Disadvantaged	2011 TAKS Data	76% of Economically Disadvantaged 3 <sup>rd</sup> & 4 <sup>th</sup> graders met expectations on the 2011 TAKS; scores dropped 9 percentage points from 2010 results
Reading Scores: Hispanic	2011 TAKS Data	80% of Hispanic 3 <sup>rd</sup> & 4 <sup>th</sup> graders met expectations on the 2011 TAKS; scores dropped 18 percentage points from 2010 results
Safety	Foundations Staff Survey	54% of staff indicated that students do not treat each other with respect in the cafeteria; 62% indicated students do not treat each other respectfully on the playground; 66% indicated a need for a more consistent approach to behavior management campus-wide
Parent Communication	Title I Parent Survey	98% of families responded indicated that they attended a school event or meeting; 100% indicated that they perceived CHE as "parent friendly"; 62% did not feel that the school offered opportunities to share ideas on school-related issues.
Attendance	PEIMS	96% student attendance rate

## COLLEGE HILLS DATA (2007-2011)

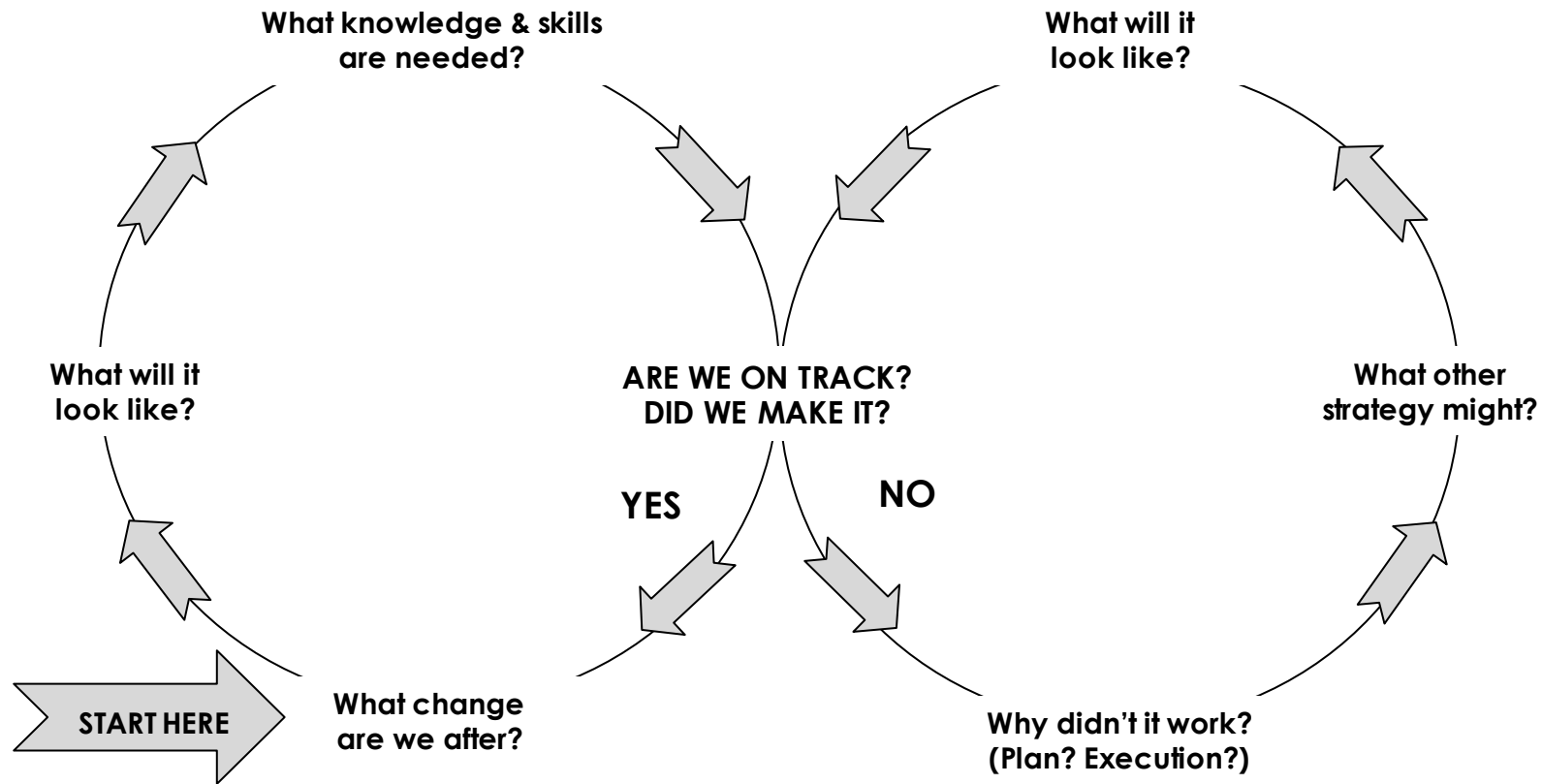
	DEMOGRAPHIC INFORMATION							TAKS MATH					TAKS READING					TAKS WRITING					
	Total Pop.	AA	Hisp	White	Asian	EDis	Bil/ESL	All	AA	H	W	EDis	All	AA	H	W	EDis	All	AA	H	W	EDis	
2007	614	12.4%	22.3%	49.3%	15.6%	48.9%	23.3%	98%	95%	94%	99%	96%	98%	95%	94%	99%	96%	94%	86%	87%	99%	94%	94%
	+38	+1.9	+3.9	-4.7	-1.0	-2.4	+2.3	-4	-12	-5	-3	-7	-4	-12	-5	-3	-7	--	+2	+1	-1	-5	-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%	89%
	-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	-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%	77%
	-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	+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%	97%
								-7	-19	-19	--	-9	-3	+23	-18	+3	+2	--	+9	--	-2	--	--
2011								88%	59%	74%	99%	76%	92%	94%	80%	98%	83%	98%	100%	100%	96%	97%	97%

Area of Concern

Area of Improvement

# CONTINUOUS IMPROVEMENT

Goals/Objectives Monitored for Progress in October, February, May



**What change are we after?** This usually refers to a change in improved student achievement and/or student behavior.  
**What will it look like?** What would we see in classrooms or in the way our school functions that would be different from today?  
**What knowledge & skills are needed?** What new tools must the affected adults in the school acquire to make this change occur?  
**Did we make it?** Using evaluation criteria, did the change occur? If YES, develop a new goal. If NO, continue to...  
**Why didn't it work?** Analyze the data. Determine whether the problem was in the plan or the execution.  
**What other strategy might?** Based on data, insight & experience, why did we miss the target? Develop a new strategy.  
**What will it look like?** The new strategy may point to different indicators. Revise the target as needed.  
**Did we make it?** Once again, evaluate the data. If YES, develop a new goal. If NO, continue to analyze data and ask why it didn't work.

# COLLEGE HILLS GOALS AND OBJECTIVES

Goal 1: All Students Will Achieve Academic Success								
X = No Progress / = Some Progress √ = Accomplished								
Our Objective	Action Steps	Responsibility	Resources	Timeline	Evidence	Oct	Feb	May
At least 85% of <u>all</u> CHE 3 <sup>rd</sup> & 4 <sup>th</sup> grade students in <u>all</u> subgroups will meet or exceed state expectations on the math and reading STAAR tests in April 2013	Implement the district curriculum in LA, math, science and social studies to ensure common readiness and supporting standards application	K-4 Teachers Specialists Administrators	CSISD curriculum Title I Funds Local Funds	August - May	Improved performance on individual student assessments  2013 STAAR results			
	Utilize the workshop model in math, reading and writing to meet the learning needs of individual students	K-4 Teachers Specialists Administrators	CSISD curriculum Title I Funds	August - May				
	Develop and turn in team lesson plans every two weeks during extended 90 minute <i>Academic Planning</i> sessions: TEKS - Key verbs (rigor) Common Learning Experiences (relevance) Mini-lesson Activities Assessment	K-4 Teachers Specialists Administrators	CSISD curriculum AP Notebook	August - May				
	Develop Tier 1 intervention plans every four weeks during extended 90 minute <i>Kid Conference</i> sessions	K-4 Teachers Specialists Administrators	TEMI Region 4 Math Running Records F&P LLI Kits KC Notebook	Sept. - May				
	Conduct on-going running record assessments, to include comprehension checks and fluency, to determine a student's instructional level	K-4 LA Teachers	CSISD curriculum Fountas & Pinnell Title I Funds	Each 6-week grading period (at least every 2 weeks for struggling readers)				
All CHE students will be instructed by highly-qualified staff	Recruit staff that meet the highly-qualified criterion under NCLB	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**

X = No Progress / = Some Progress √ = Accomplished

Objective	Action Steps	Responsibility	Resources	Timeline	Evidence	Oct	Feb	May
All CH staff will apply the Response To Intervention (RTI) process to meet the needs of students in need of support academically and/or behaviorally	Develop Tier 1 (core) intervention plans every four weeks during extended 90 minute <i>Kid Conference</i> sessions	K-4 Teachers Specialists Counselor Administrators	TEMI Region 4 Math Running Records F&P LLI Kits KC Notebook	Sept. - May	Improved performance on individual student assessments			
	Implement research-based interventions and monitor student progress in the general education setting	K-4 Teachers Specialists	Eduphoria Aware <u>Simplifying RTI</u> Title I funds	August - May				
	Develop Tier 2 (supplemental) intervention plans as needed via the SIT process and defined timelines for documentation	K-4 Teachers Specialists Counselor Administrators	Eduphoria Aware <u>Simplifying RTI</u>	Sept. - May				
	Provide individual and small group guidance lessons for identified students based on social and emotional needs	Counselor	<u>Tough Kids Tool Box</u>	August - May				
All second language learners will receive language support in the general education setting	Utilize English Language Proficiency Standards (ELPS) and monitor student progress	HS-4 Teachers ESL Specialist Bilingual Rdg. Spec.	Eduphoria Aware ELPS-At-A-Glance Title I funds Local funds	August - May	Improved performance on TELPAS, TPRI/TEJAS-LEE			
	Coordinate ESL and Dual Language as a continuum of services for predominately Spanish-speaking students	K-4 DL Teachers ESL Specialist Bilingual Rdg. Spec.	ELPS-At-A-Glance Title I funds Local funds	August - May	Improved performance on TELPAS, TPRI/TEJAS-LEE			
All students identified as GT will receive differentiated instruction in the classroom setting	Integrate enrichment activities in the team lesson plans during extended 90 minute <i>Academic Planning</i> sessions	Enrichment Spec. EIS Reading Specialists Math Specialist K-4 GT Teachers	CSISD Curriculum Title I funds	August - May	Team lesson plans Walk-through data			
All students will have opportunities, as identified by grade level teachers, to participate in common learning experiences	Develop and turn in team lesson plans every two weeks during extended 90 minute <i>Academic Planning</i> sessions: TEKS- Key verbs (rigor) Common Learning Experiences (relevance) Mini-lesson Activities Assessment	K-4 Teachers Specialists Administrators	CSISD curriculum APL Notebook	August - May	Team lesson plans Walk-through data			



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

X = No Progress / = Some Progress √ = Accomplished

Objective	Action Steps	Responsibility	Resources	Timeline	Evidence	Oct	Feb	May
All staff will participate in continuous school improvement and systemic processes to raise achievement through intentional teaching and learning	Facilitate monthly professional development regarding five elements of quality instruction: <i>Frame the Lesson; Work in the Power Zone; Frequent, Small group, Purposeful Talk About the Learning; Recognize &amp; Reinforce; Write Critically</i>	Principal AP	<u>The Fundamental Five</u> Title I funds	August – May	Improved performance on individual student assessments			
	Analyze leading indicator data and determine areas for further action as it relates to instructional practice	All Staff	Data: Grades Attendance Discipline	Sept. 26 Oct. 31 Dec. 12 Feb. 1 April 17				
	Implement reflective questioning as a component of the walk-through process	K-4 Teachers Specialists Administrators	CSISD Walk-through form	Sept. - May				
All K-4 teachers will engage in academic planning to enhance quality instruction	Develop and turn in team lesson plans every two weeks during extended 90 minute <i>Academic Planning</i> sessions: TEKS- Key verbs (rigor) Common Learning Experiences (relevance) Mini-lesson Activities Assessment	K-4 Teachers Specialists Administrators	CSISD curriculum APL Notebook	August - May				
	Develop CHAMPS protocols to clarify student learning expectations for activity structures and transitions in each classroom	K-4 Teachers Administrators	Safe & Civil Schools <u>CHAMPS</u>	August - May				
All teachers new to CHE will be provided mentor support regarding instructional effectiveness	Clarify the expectations, role, and responsibilities of mentors	Instructional Coach Mentor Teachers Administrators	Monthly checklists Monthly meetings Title I funds Local funds	August - May				

### Goal 4: Parents and Community Members Will Be Actively Engaged

X = No Progress / = Some Progress √ = Accomplished

Objective	Action Steps	Responsibility	Resources	Timeline	Evidence	Oct	Feb	May
Students and parents will feel welcomed and valued as part of the CHE learning community	Revise the Title I CHE School-Parent Compact to reflect current beliefs/commitment to student learning	Administrators Planning Committee	Title I Funds Local Funds		Title I Parent Survey			
	Reformat the "Meet the Teacher" night to "CHE Sneak Peek" with PTO Popcorn on the Playground	Administrators PTO President Pocket Committee	Sneak Peek postcard Title I funds Local funds	August	# of Attendees			
	Reformat parent orientation night to include multiple sessions/times available and provide child care and snacks for CHE families	Administrators Pocket Committee	Title I funds Local funds					
	Organize the 1 <sup>st</sup> Annual CHE Paws to the Pavement Family Fun Run	Pocket Committee	Title I funds	November 2				
	Provide at least one family night event at CHE	AP Pocket Committee	Title I funds	January				
Parents will be well informed and have a general understanding of initiatives and events at CHE	Communicate student academic progress and upcoming school and community events in school-wide Monday folders	HS-4 Teachers	Title I funds	August - May		Title I Parent Survey		
	Create a parent-friendly website that includes a master calendar of events and access to necessary documents/forms	Tech Facilitator School Secretary	CHE website	August - May	# of Website Visitors Title I Parent Survey			
	Communicate upcoming events to CH families via School Messenger	Administrators	School Messenger	August - May	# of Attendees Title I Parent Survey			
	Implement student organization of information via school planners for all 3 <sup>rd</sup> and 4 <sup>th</sup> grade students	3-4 Teachers	CHE Student Planner Title I funds	August - May	Title I Parent Survey			
	Provide K transition information to Head Start parents	Family Facilitator HS Teacher HS Aide	Title I funds	May	Sign-In Sheets			

Goal 5: A Safe and Supportive Environment Will Be Provided For All Students								
X = No Progress / = Some Progress √ = Accomplished								
Objective	Action Steps	Responsibility	Resources	Timeline	Evidence	Oct	Feb	May
Improve response in emergency situations and/or threats to security	Review Emergency Operations Plan with staff	AP	EOP	August	Safety drills data			
	Ensure emergency backpacks are appropriately equipped	HS-4 Teachers AP	Local funds	August				
	Practice emergency/safety drills	HS-4 Teachers AP	CHE Emergency Procedures	August - May				
Develop a school culture of safety and civility	Participate in Safe & Civil School/Foundations district planning and implementation	SCS Campus Team	Title II, Part A	August - May	Discipline referral data (PEIMS)			
	Integrate Conscious Discipline and Safe & Civil Schools frameworks	SCS Campus Team	Title II, Part A	August - May				
	Create school-wide student expectations and procedures for common areas (hallways and cafeteria)	Planning Committee	<u>CHAMPS</u>	August				
	Identify Level I and Level II student behaviors and procedures for office referral	Planning Committee	<u>CHAMPS</u>	November				
	Increase communication between the office and teachers regarding student discipline reports/action plan for follow-up	HS-4 Teachers Behavior Assistant Administrators	Local funds	August				
Decrease incidents of bullying, harassment, teasing	Provide monthly guidance lessons in each classroom	Counselor	Title I funds Local funds	August - May	Bully-related discipline referral data (PEIMS)			
Decrease repeated tardies and absences	Develop criteria and conduct 6 week celebrations of "perfect" and "great" attendance	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
<p><b>#1: Comprehensive Needs Assessment</b>  <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></p>	<ul style="list-style-type: none"> <li>• State/district/campus assessment data</li> <li>• 6-Week grades</li> <li>• Attendance rates</li> <li>• Discipline data</li> <li>• Failure/retention list</li> </ul>	1, 2, 3, 5
<p><b>#2: School-wide Reform Strategies</b>  <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></p>	<ul style="list-style-type: none"> <li>• Monthly staff development: <u>The Fundamental Five</u></li> <li>• Bi-weekly academic planning/team lesson plans</li> <li>• Monthly Kid Conference/intervention plans</li> <li>• Coordination of ESL and Dual Language programming</li> <li>• CSISD instructional walk-through process</li> <li>• Safe &amp; Civil Schools</li> </ul>	1, 2, 3, 5
<p><b>#3: Highly Qualified Requirements</b></p>	<ul style="list-style-type: none"> <li>• Certifications/qualifications of all staff members</li> </ul>	1
<p><b>#4: High Quality Professional Development</b>  <i>High-quality, ongoing <b>professional development</b> 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></p>	<ul style="list-style-type: none"> <li>• Campus staff development</li> <li>• District staff development</li> </ul>	1, 3
<p><b>#5: Strategies to Attract HQ Teachers to High Needs Schools</b></p>	<ul style="list-style-type: none"> <li>• Area job fairs</li> <li>• Staff referrals</li> <li>• Student teacher placement</li> </ul>	1
<p><b>#6: Parental Involvement Strategies</b>  <i>Strategies to increase <b>parental involvement</b> in accordance with Section 1118, such as family literacy services.</i></p>	<ul style="list-style-type: none"> <li>• Title I School-Parent Compact</li> <li>• School website</li> <li>• Volunteer program</li> <li>• School events (Sneak Peek, Fun Run, Family Night)</li> <li>• Use of School Messenger</li> </ul>	4
<p><b>#7: Transition From Early Childhood Programs</b>  <i>Plans for assisting preschool children in the <b>transition from early childhood programs</b></i></p>	<ul style="list-style-type: none"> <li>• Head Start to K transition information/registration</li> </ul>	4
<p><b>#8: Including Teachers in Assessment Decisions</b>  <i>Measures to <b>include teachers in the decisions</b> 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></p>	<ul style="list-style-type: none"> <li>• Bi-weekly academic planning/team lesson plans</li> <li>• Monthly Kid Conference/intervention plans</li> </ul>	1, 2, 3
<p><b>#9: Effective, Timely Additional Assistance</b>  <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></p>	<ul style="list-style-type: none"> <li>• Bi-weekly academic planning/team lesson plans</li> <li>• Monthly Kid Conference/intervention plans</li> <li>• Student Intervention Team (SIT)</li> <li>• Pull-out programs</li> </ul>	1, 2, 3
<p><b>#10: Coordination of State/Federal/Local Funds</b>  <i>Coordination and integration occurs between federal, state, and local programs</i></p>	<ul style="list-style-type: none"> <li>• Integrated funding and programs</li> </ul>	1, 2, 3, 4, 5