

College Hills Elementary



Annual Campus Improvement Plan
2015-16

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 considered a great deal of student performance data and other data as we crafted the new Campus Improvement Plan (CIP). The committee examined the CSISD Community Based Accountability [system](#) which looks at data beyond standardized scores. We also reviewed STAAR performance by student group and compared College Hills scores to the district and overall state scores.

When we compared College Hill's performance with our peers across the district and state, we met the state on nearly every standard. In some areas, African American and Economically disadvantaged students performed below their state peers.

Students in grades 3&4 are assessed on the STAAR in the following subjects: Reading (3&4), Math (3&4), Writing (4). College Hills students performed with their peers at the state level in the All Students, Hispanic, and White student groups. College Hills' economically disadvantaged students scored equal to or higher than economically disadvantaged students statewide on all subjects. However, African American students at College Hills scored lower than their peers across the state in reading, writing.

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.

Goal 1	All students will successfully complete rigorous and relevant coursework that will prepare them for their future.
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Objective(s)	<ol style="list-style-type: none"> 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 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. 3. Provide access to the general curriculum for students with disabilities through the use of inclusive practices across grade levels and campuses. 4. At least 80% of the K-4 CHE students will meet or exceed expectations on grade level standards.
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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.	- 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 and differentiated instruction models) 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 & Rtl 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.	- Specialists	-CHE Rtl 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 6 weeks looking at student data to determine the area of growth needed in reading and writing. 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.	- Administration, Specialists, Teachers	-Staff Time -Title I funds -Local Funds	August-May

Evaluation	<p>Campus Based Assessment, State Based Assessment & Community-Based Accountability items (below):</p> <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 grade - 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 - Analyzing student writing samples and CBM's each six weeks
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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

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
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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 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, K-4 staff	-Staff Time -Local Funds -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 -Title I 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	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, and violence (dating and/or sexual abuse).	-Counselor, Administration, K-4 Staff	-Staff Time -Local Funds -Title I Funds	August-July

Evaluation	<ul style="list-style-type: none"> - 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
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Goal 4	Empower families and the community to be full partners in students' educational success.
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Objective(s)	<ol style="list-style-type: none"> 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.
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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 night in multiple sessions with provided child care for CHE families.	-Administration, K-4 staff	- Staff Time -Title I Funds	August
D. Organize the 4th 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,	-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.	Kinder Teachers, Office Staff -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 Data

COLLEGE HILLS DATA (2007-2015)

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 TAKS	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%
	+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 TAKS	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%
	-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 TAKS	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%
	-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 TAKS	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%
	+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 TAKS	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%
	-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 STAAR	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%
	+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 STAAR	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%
	+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 STAAR	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%
2015 STAAR	740	17%	26.3%	43.7%	7.7%	53.1%	32.3%						76%	49%	75%	89%	59%	69%	50%	71%	72%	57%

(Note: Data for Math scores have not been provided by the state at this time)

Campus Staff Development Plan 15-16

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 inservice 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 noted on the [district calendar](#). For a more detailed list of **professional development sessions**, please click link [here](#).

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

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 inservice 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.

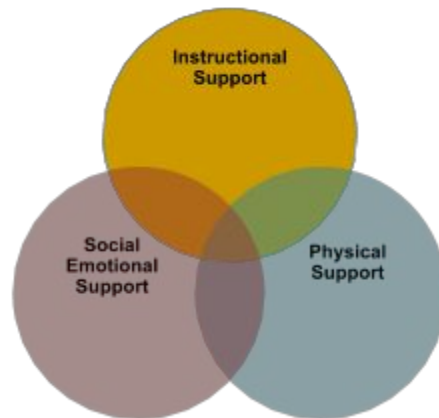
Educator Support Peer Network (ESPN)

- 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.

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 continue training with Conscious Discipline and start CHAMPS training mid year.

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 2015-2016

Date	Time	Type of Meeting	Notes:
8/14/2015	8-4	Instructional, Social Emotional	Kick Off, Team Building, Team Planning
8/17/2015	8-4	Instructional, Social Emotional	Team Building, Nuts and Bolts, CD(Skills Review)
8/18/2015	8-4	Instructional, Social Emotional	You Matter Conference
8/19/2015	8-4	Instructional	District Professional Development
8/20/2015	8-4	Instructional	Math and Reading Workshop with ESPN
8/21/2015	8-4	Instructional, Social Emotional	CD (Skills Review), Team Building
9/8/2015	3:30-5	Instructional, Social Emotional	CD (Ways to be helpful) ,SIT Process, Workshop & Guided Math
10/12/2015	3:30-5	Support	Parent Conferences
10/13/2015	3:30-5	Instructional, Social Emotional	CD(Empathy), Workshop & Guided Math with ESPN
11/10/2015	3:30-5	Instructional, Social Emotional	CD(Empathy), Workshop & Guided Math with ESPN
11/11/2015	1-4	Instructional, Social Emotional	CD(Positive Intent), Workshop & Guided Math with ESPN
12/8/2015	3:30-5	Instructional, Social Emotional	CD(Celebations), Workshop & Guided Math with ESPN
1/12/2016	3:30-5	Instructional, Social Emotional	CD(Positive Intent), Workshop & Guided Math with ESPN
1/27/15	1-4	Instructional, Social Emotional	CD(Consequences), Workshop & Guided Math with ESPN
2/9/2016	3:30-5	Instructional, Social Emotional	CD(Consequences), Workshop & Guided Math with ESPN
2/15/15	8-4	Instructional, Social Emotional	STAAR General Traing & CD(Class Meetings)
3/8/2016	3:30-5	Instructional, Social Emotional	CHAMPS, Workshop & Guided Math with ESPN
4/6/2016	1-4	Instructional, Social Emotional	CHAMPS, Workshop & Guided Math with ESPN
4/12/2016	3:30-5	Instructional, Social Emotional	CHAMPS, Workshop & Guided Math with ESPN
5/17/2016	3:30-5	Instructional, Social Emotional	CHAMPS, Workshop & Guided Math with ESPN

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

Component	Data/Resources	CIP Goal
<p>#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></p>	<ul style="list-style-type: none"> • State/district/campus assessment data • 6-Week grades • Attendance rates • Discipline data • Failure/retention list 	3,5
<p>#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></p>	<ul style="list-style-type: none"> • Monthly staff development: Grand Rounds • weekly academic planning/team lesson plans • Student intervention teams/intervention plans • Coordination of ESL and Dual Lang. programming • Instructional Materials in both languages • Library Materials in both languages • CSISD instructional walk-through process • Safe & Civil Schools • Conscious Discipline 	1,2,3
<p>#3: Highly Qualified Requirements</p>	<ul style="list-style-type: none"> • Certifications/qualifications of all staff members 	5
<p>#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></p>	<ul style="list-style-type: none"> • Campus staff development • District staff development 	1,2,3,5
<p>#5: Strategies to Attract HQ Teachers to High Needs Schools</p>	<ul style="list-style-type: none"> • Area job fairs • Staff referrals • Student teacher placement 	5
<p>#6: Parental Involvement Strategies <i>Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.</i></p>	<ul style="list-style-type: none"> • Title I School-Parent Compact • School website • Volunteer program • School events (Fun Run, Family Nights) • Use of School Messenger 	4,5
<p>#7: Transition From Early Childhood Programs <i>Plans for assisting preschool children in the transition from early childhood programs</i></p>	<ul style="list-style-type: none"> • Head Start to K transition information/registration 	4
<p>#8: Including Teachers in Assessment Decisions <i>Measures to include teachers in the decisions regarding the use of <u>academic</u> assessments 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"> • Weekly academic planning/team lesson plans • Student intervention teams/intervention plans 	1
<p>#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></p>	<ul style="list-style-type: none"> • Weekly academic planning/team lesson plans • Student intervention teams/intervention plans • Pull-out programs 	1,2
<p>#10: Coordination of State/Federal/Local Funds <i>Coordination and integration occurs between federal, state, and local programs</i></p>	<ul style="list-style-type: none"> • Integrated funding and programs 	5

COLLEGE HILLS ELEMENTARY
Contributors to Campus Improvement Planning

<u>Name</u>	<u>Title</u>
Rachel Ashton	Enrichment Specialist
Stephanie Bowling	Business Partner
Lauren Given	Instructional Coach
Daneen Grogan	4 th Grade Teacher
Josh Hatfield	Principal
Moira Koett	Specialist- Reading
Kelly Kovacs	Central Office Representative
Jennifer Mills	Parent
Thuc-Khahn Park	Math Specialist
Tamra Schwertner	2 nd Grade Teacher
Jennifer Skrivanek	Assistant Principal
Marilyn Weber	1 st Grade Teacher
Judy Brewer	Counselor
Paula Henderson	Special Education Teacher
Don Weir	PE Teacher