

Spring Branch Independent School District
Bunker Hill Elementary School
2015-2016 Campus Improvement Plan

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Comprehensive Needs Assessment


Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Goals

Goal 1: Decrease the number of students in 2nd grade scoring below level on DRA to at or below 5%. Increase the number of students in 2nd grade scoring advanced development to 60%.


Performance Objective 1: A decrease in the numbers of below level readers advancing to 3rd grade will mean less intervention needed at 3rd grade. Focus of instruction can be geared more for critical reading skills and consequently increase performance on Reading STAAR.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Calibration of DRA administration to more accurately assess reading levels, specifically with regard to comprehension.	Principal AP ICoach	Completion of staff development. Cross section of 5% of a grade level will be assessed by a 2nd administrator to check for 100% alignment.			
2) Time in the master schedule will be created to specifically allow for Workshop and small group time. One hour will be given to each grade level for intervention pullout and push in support to minimize classroom disruption and provide consistency.	Principal, AP, ICoach, Intervention Specialists Lead	Completed master schedule Documented walk-throughs that note implementation of workshop elements and small group work.			
					

Goal 2: Implement a vertically aligned writing program that ensures that 80% of students K-5 are scoring a 3 or higher on a grade level rubric.

Performance Objective 1: Writing should reflect DRA levels. Students need to be able to write with the reader in mind and do so at levels that match what they read in organization, development of ideas, and use of language and conventions.

Summative Evaluation: Staff development on Writer's Workshop. Teachers use rubric for end of year assessment on one independently written piece. Students write at least one finished piece for each grade level unit.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Create a master schedule that will allow for longer chunks of instructional time to implement reader's and writer's workshop.	Admin Team Team Leaders	Daily Schedules that incorporate the correct time allocation for each component of workshop.			
2) Kindergarten through Second Grade Teams are participating in a Writing Residency through the district that will allow them to learn effective strategies and see them modeled and used with students.	Principal AP ICoach Team Leaders	Implementation of these teaching strategies within the workshop model.			
3) Third Grade Language Arts teachers attended The Teacher's College Reading and Writing Project in New York and will implement their learning during reading and writing.	Principal AP ICoach	Implementation of the Teacher's College framework for Reader's and Writer's Workshop.			
					

Goal 3: By 5th grade, 40% of all students will score Advanced on Math STAAR or 60% in the 7th Stanine or higher on NRT.

Performance Objective 1: Students will have had 4 years of instruction in Math in Focus and should be stronger in numeracy and problem solving.

Goal 4: To remain in compliance with Federal and State law.