Spring Branch Independent School District

Hunters Creek Elementary School

2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Top 25% Closing Performance Gaps

Mission Statement

At HCE we positively impact each child's life every day to graduate students with Tough Minds and Tender Hearts!

Vision

TOUGH MIND - TENDER HEART

Together with faculty and families our students are building:

·   High expectations for themselves as self-advocates

·   An ability to problem solve with perseverance to develop strengths and overcome obstacles

·   An empathetic and respectful character

·   The capability to collaborate and think critically to create their own unique futures.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Most currently reported demographic data:

2014 - 2015

Campus Demographics
Campus Type Elementary
Campus Size 668 Students
Grade Span KG - 05
Percent Economically Disadvantaged 13.6
Percent English Language Learners 13.9
Mobility Rate 9.6

Demographics Strengths

Relatively low mobility and low % of economically disadvantaged and LEP students.

Student Achievement

Student Achievement Summary

Overall we are improving in more areas than not. Our focus for improvement needs to be:

1. Increasing advanced development or Ready to Apply on: DRA, math assessments in K/1, NRT, and STAAR for all subgroups.

2. Focus on our 3 lowest performing subgroups to show growth in all areas.

3. TELPAS - increasing students making A or AH in 3 years or exiting in 5 years.

4. Mathematics in all grade levels is a concern.

Student Achievement Strengths

Distinction in closing the gap for performance on STAAR.

Good percentage of students scoring advanced development on DRA in K, 1, 2 and then on the STAAR and NRT testing. Great baseline data.

Met Standard on STAAR is not a concern as much as advanced development.

Student Achievement Needs

Exiting ESL students - by meeting the exit criteria - Language Development

Mathematics instruction in all grade levels.

Differentiating UP for our higher students.

School Culture and Climate

School Culture and Climate Summary

Review of TRIPOD shows mostly acceptable, but not glowing, results.

Discipline data has improved with very few out of school suspensions and a drop in office referrals.

Attendance has improved but continues to be an area to improve. Many students are absent because they are on family trips.

School Culture and Climate Needs

On the TRIPOD Survey of all students in grades 3, 4 and 5, increase students' scores on the following 4 indicators: My teacher pushes me to work hard and to think hard about things we read and learn. 65% agree Increase to 80% My classmates behave the way my teacher wants them to so our class stays busy and does not waste time. 39% agree Increase to 80% My school work and homework is interesting. School work 50% agree Homework 40% agree Increase both to 80% Students speak up and share their ideas about class work. 42% agree Increase to 80&

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Last year we had big turn over in our primary grades and this year in our intermediate grades 2 - 5. Some of that was teachers from HCE moving to different grade levels and we added a 5th grade class. Overall we have 10 new teachers on campus. That includes 2 special ed positions.

Family and Community Involvement

Family and Community Involvement Summary

Our PTA and community are involved and supportive. They are dedicated to serving the faculty and students at HCE both by giving their time to volunteer in a variety of roles and by raising funds to support enrichment activities, continuous improvement to instruction and staff development for our faculty.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- AEIS longitudinal data
- Federal Report Card Data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR Released Test Questions
- Texas Assessment of Knowledge and Skills (TAKS), Exit Level, including all applicable versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Teacher STaR Chart Technology Data
- Texas STaR Chart longitudinal data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Increase the percent of students who score advanced development on the 2nd grade end of year DRA. Baseline, end of year 14-15, for rising 1st graders = 53.91%. Goal for: 15-16 2nd grade = 60%, 16-17 2nd grade = 65%, 17-18 2nd grade = 70%.

Performance Objective 1: 60% of second grade students will score at the advanced level on DRA by the end of the school year.

Summative Evaluation: End of year DRA scores

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Schedule and hold monthly grade level PLC sessions to review data and plan based on the data.	Administrators Instructional Specialists Teachers	Calendar and notes for the meetings. End of year DRA, TELPAS, STAAR, NRT and other end of year summative assessment.	◕	◕	
Funding Sources: Other: See Account Code - $58000.00					
2) Each grade level will develop a plan for enrichment and challenge students at or above grade level in literacy instruction that could include, but is not limited to, book clubs, CCP Unit of Study, Readers Theatre, and small group instruction.	Instructional Specialist and Teachers	End of Year DRA, TELPAS, NRT, STAAR	◔	◕	
Funding Sources: Other: See Account Code - $58000.00					
3) FEEDBACK AND CLARITY: iCoach and administrators will conduct instructional rounds with a feedback focus to provide specific instructional feedback to teachers. iCoach and teachers work together to reflect on and refine instructional practices.	Administrators, iCoach, Teachers	Calendar of instructional rounds, feedback notes, End of year DRA, TELPAS, STAAR, NRT and other end of year summative assessment.	◕	◕	◕
4) 4) The principal will conduct One-On-One meetings with team leaders every other week as protected time to meet for problem solving, project development and implementation, instructional feedback and whatever the TL needs to talk about with a focus on accomplishing our school goals. .	Principal Team Leaders	Calendar Notes from meetings	✓	✓	✓
✓ = Accomplished ◕ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue					

Goal 2: Increase the percent of English Language Learner students in 2nd through 5th grades who exit the ESL program.
Baseline spring 2015 33% 2nd - 5th.
Goal 15-16 = 60%, Goal 16-17 = 70%, Goal 17-18 = 80%

Performance Objective 1: Teachers will plan consistent small group instruction with their ESL students with a focus on listening, speaking, reading and writing descriptors from our ELPS guides so that each student grows at least one proficiency level on all areas of TELPAS.

Summative Evaluation: End of year TELPAS

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Intentional planning for small group instruction to focus on concept and vocabulary development with teacher, ESL teaching assistant, volunteers and peers	Teachers, ESL Assistant, Administrators, all instructional staff	TELPAS, ARLAs and E-LARS			
2) Using the ELPS guides, identify the current English proficiency level of each student and review how to use the ELPS guide to facilitate planning for instruction.	Teachers, ESL Assistant, Administrators, All instructional staff	TELPAS, ARLAs, E-LARS, STAAR, NRT, DRA			
3) Write proposals for a residency or invite a speaker/consultant to work with teachers during PLC, faculty meetings and other learning opportunities about ESL instruction. Devote faculty meetings in the fall to ESL/ELPS/TELPAS and other learning to support ESL instruction.	Administrators, iCoach, Literacy Specialists, District Support staff facilitating Word Study Residency	TELPAS, STAAR, NRT, DRA			
	Funding Sources: Other: See Account Code - $2200.00				
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue					

Goal 3: Increase the % of students at each grade level who score at advanced levels on all STAAR tests and greater than the 5th stanine on all NRT tests.

Performance Objective 1: Each teacher will identify the individual data about each student - STAAR, NRT, TELPAS and use this data to write their appraisal goals based on this data and to match our school goals.

Summative Evaluation: Diagnostic Goals of instructional staff, end of year DRA, TELPAS, STAAR, NRT and other end of year summative assessment.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
State System Safeguard Strategy 1) Utilize the Math Specialist and our math committee to continue to refine Math instruction using Math in Focus and Singapore Math strategies as evidenced by students success on MIF unit tests and formative assessments created and given by teachers on a regular basis.	Admin team, instructional specialists, teahers	Students grades in Math End of year STAAR Math data and Kathy Richardson assessments.			
2) During diagnostic conferences as we help teachers write goals: Discuss the teacher's individual student data showing EVAAS from years past as available. Remind the 3, 4, 5 grade teachers to consider their TRIPOD data.	Administrators, teachers	End of year data: DRA, TELPAS, NRT, STAAR, TRIPOD			
3) Use our PLC times, faculty meetings and instructional rounds to ensure teachers are using best practice strategies in a workshop format (Grades 2 & 3 participating in the CCP Cohort for literacy instruction)	Administrators, Teachers, Instructional Specialist, District Support Staff Kelly Edwards, iCoach, Outside Consultant John O'Flahavan				
Funding Sources: Other: See Account Code - $12000.00					
4) Write proposals for residencies and attend offered residencies that address components of Balanced Literacy, ESL instruction and math instruction.	Administrators, Teachers, Instructional Specialist, District Support Staff	NRT, STAAR, TELPAS			
Funding Sources: Other: See Account Code - $12000.00					
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue					

Goal 4: On the TRIPOD Survey of all students in grades 3, 4 and 5, increase students' scores on the following 4 indicators:
My teacher pushes me to work hard and to think hard about things we read and learn.
65% agree Increase to 80%

My classmates behave the way my teacher wants them to so our class stays busy and does not waste time. 39% agree
Increase to 80%

My school work and homework is interesting.
School work 50% agree Homework 40% agree Increase both to 80%

Students speak up and share their ideas about class work.
42% agree Increase to 80%

Performance Objective 1: Teachers will review TRIPOD survey and identify the areas for growth school-wide in order to meet our goal.

Summative Evaluation: TRIPOD, Discipline Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) 1) Use prewritten plans for the first 2 weeks of school so that each teacher teaches from the same lesson plan to ensure all students hear the same message. These plans are written based upon agreed upon behaviors of students and faculty in all common areas.	Faculty Students	Lesson written and shared, Lessons taught, School-wide expectations are consistently upheld throughout the year			
2) Develop and adhere to school-wide expectations for all common areas: cafeteria, hallways, bathrooms, recess, etc. by using first two weeks of school common lesson plans, admin team talks with each grade level of students, periodic review of expectations and holding students and each other accountable for upholding all expectations.	Faculty, Students	TRIPOD survey, Discipline Data			
3) Paw Power stickers and recognition to affirm student behavior.	Administrators, Teachers	TRIPOD, Discipline Data			
4) Increase integration of technology as a tool for learning for homework and classwork including, but not limited to, Mangahigh, coding, online instructional games and activities, flipping the learning and other research based strategies to improve student engagement.	Administrators, Teachers	TRIPOD, Discipline Data			
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Goal 5: To remain in compliance with Federal and State law.

Performance Objective 1: To remain in compliance with Federal and State law, the campus will implement the following strategies.

Summative Evaluation: All strategies will be implemented.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Conduct annual program evaluation (CATE, SCE G/T, LEP,) utilizing student performance data derived from special populations for the purpose of program review and revision. (List programs to be evaluated. Include all programs receiving state or federal funds.) Will review SCE, GT and LEP performance data.	Admin team, instructional specialists, teahers	Evaluations complete.			
2) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing As Expected" and "Advanced Development" categories in the Reading Standards. See our Goal #1	Admin team, instructional specialists, teahers	DRA			
3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students so identified. Create target list of students who are at risk of failing any of the STAAR. Instructional specialist begin small group pull out interventions in literacy and math.	Admin team, instructional specialists, teahers	STAAR			
4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Participate in mentor-mentee grant. Continue to provide support for new teachers through the induction program. Involve staff in recruiting and interviewing highly-qualified applicants. (You may add additional activities if you choose).	Technology Committee, Admin team, instructional specialists, teachers, mentor coordinator	Lesson plans, student products, survey of mentor-mentee participants, turnover of faculty members decreases.			

5) Promote parent and community involvement in drug and violence prevention programs/ activities. Red Ribbon Week Health Lessons in Health Fitness Classses	Admin team, instructional specialists, teachers	End of year survey			
6) Provide professional development based on level of expertise and need in the following areas: * Bullying Prevention * Resiliency/Developmental Assets * No Place for Hate * CSHAC * Love and Logic Teacher and parent learning meetings. PTA Parent Education survey and classes	Admin team, instructional specialists, teachers	End of the year survey			
7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio. Use the SSC process (RTI) appropriately to make good referrals beyond general eduation.	Admin team, instructional specialists, teachers	Rate of referrals and students who qualify for services.			
8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. How accurately did ARD committee recommendations predict and guide student achievement on state assessments? Review the STAAR and TELPAS data with our SE team and ensure we keep data to drive decisions about assessment.	Admin team, special education staff	STAAR, TELPAS			
9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements. ARD training, put all annual ARDs on the calendar in the fall for the whole year, review accommodations with teachers before school begins and as we conference about students.	Admin team, special education staff. teachers	All timelines compliant			

10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies * LEP Intervention Specialist Literacy and Math Specialist funded by our PTA will work as interventionist.	Admin team, instructional specialist, teachers	STAAR, TELPAS, NRT, DRA			
11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students) Materials include: manipulatives, literacy materials, STAAR support, bilingual material After-school extended day Summer School Computer assisted instruction includes: Compass, Larsens Math, Fast Math,etc... Mangahigh for grades K-5 LLI for Literacy Specialist Additional Funding from PTA					
	Funding Sources: 199 - General Fund: SCE - $910.00				
12) Develop, monitor, and evaluate campus volunteer/partnership programs that include: * recruitment * training/support * recognition of volunteers/partnerships Continue to seek out mentors for our students.	Admin Team, Teachers	Mentors found and matched with mentees...even just 1!!			
13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to: * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. * Small Group Instruction * This includes opportunities for teachers to be coached, attend sustained training/inservices/ workshops and/or conferences together with structured follow-up. Annual linear calendar of all PLCs, faculty meetings, committee meetings, CIT meetings, parent education meetings.	Admin, teachers, instructional specialist	Calendar Sign in sheets			

14) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration. See activity #13	Admin, teachers, instructional specialist	Calendars and sign in sheets			
15) Provide support for new teachers with ongoing mentoring and planning with certified staff. Monthly meetings for novice, novice+1 and new to HCE. Mentors assigned Mentor coordinator for novice mentors	Admin, teachers, instructional specialist	Calendar, sign in sheets			
16) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website Review interview process and questions. Teams interview and use rubrics to rank candidates.	Admin, teachers, instructional specialist	Staff hired			
17) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school. Sharing our staff development plan (CIP) with our campus improvement team.	Admin, teachers, instructional specialist	Meeting minutes			
18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings. This activity for PK and elementary schools only. Other campuses may delete. Kindergarten Roundup PK visits from Bear Blvd 2nd opportunity for parents and PK parents from private schools to visit	Admin, teachers, instructional specialist	Meeting and visits held			

19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students. (Select at least one area of focus from the list and describe how you will implement this on your campus.) Focus on differentiating UP for students who need a higher level of challenge.	Admin, teachers, instructional specialist	TRIPOD Survey, end of year survey			
20) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education. (Complete this activity by describing how you will meet this expectation on your campus.) See activity#19	Admin, teachers, instructional specialist	TRIPOD Survey, end of year survey			
21) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the districtwide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted. Newsletters, parent communication about district meetings	Admin, teachers, instructional specialist, G/T coordinator	End of year survey			
22) COORDINATED SCHOOL HEALTH (CSH) and CIP - Steps to incorporate CSH - 1.Review the School Health Index completed by the C-SHAC 2.Identify focus area(s) for campus 3.Choose focus area(s) to place in this area of Required Elements 4.Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year: a.District Five Year Goal Campus Survey b.School Health Index c.SEL/40 Developmental Asset Survey	CSHAC members	Meetings held Activities implemented			

23) Review and revisit both the Home/School Compact and Parental Involvement Policy. *offer several opportunities for parent input. *develop, with parent input, current school year compact and policy in appropriate language(s) - English/Spanish. *share compact with parents and document. (This activity is completed in the first 9 weeks of school with a meeting held to discuss the compact's and Parent Involvement Policy's importance with the parents. The compact and Parent Involvement Policy are included in the Title I portfolio.)				
24) Increase parent attendance at Title I Annual Meeting to share: *standards and goals *parents' rights' *curriculum *School Report Card *Title I participation *Offer a flexible number of meetings. (The Title I annual meeting will be held during a Parent Coffee to which all parents will be invited. The above topics will be served.)				

✔ = Accomplished ◔ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue

State System Safeguard Strategies

Goal	Objective	Strategy	Description
3	1	1	Utilize the Math Specialist and our math committee to continue to refine Math instruction using Math in Focus and Singapore Math strategies as evidenced by students success on MIF unit tests and formative assessments created and given by teachers on a regular basis.

Campus Funding Summary

199 - General Fund: SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	11	At-Risk		$910.00
				Sub-Total	$910.00

Other: See Account Code

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	PTA Funded Literacy Specialist	PTA	$58,000.00
1	1	2	PTA Funding of Literacy Specialist	PTA	$58,000.00
2	1	3	PTA Staff Development Funds for subs for residency	PTA	$2,200.00
3	1	3	PTA Funding for the consultant and substitutes to participate	PTA	$12,000.00
3	1	4			$12,000.00
				Sub-Total	$142,200.00
				Grand Total	$143,110.00