

Spring Branch Independent School District
Hunters Creek Elementary School
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science



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

Value Statement

Every Child

Collective Greatness

Collaborative Spirit

Limitless Curiosity

Moral Compass

Comprehensive Needs Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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
- State and federal planning requirements

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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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 failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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)
- 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
- Migrant 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
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- 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

- Organizational structure 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
- Action research results

Goals

Goal 1: Student Growth: In grades K - 5, 65% of all students who have been enrolled all year at HCE will meet their predicted growth measure on MAP test from fall to spring testing.

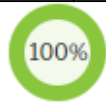
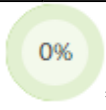

Performance Objective 1: In grades K - 5, 65% of all students will meet their predicted growth measure on MAP test from fall to spring testing.

Evaluation Data Source(s) 1: MAP testing

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Using the MAP data and classroom formative assessment teachers will help each student measure progress towards their goal.	Administration Teachers Counselor Interventionis Melissa Stadtfeld	Increased student achievement and self-efficacy.			
2) Teachers will learn to analyze and use the data from MAP assessment to understand how to use this data to inform instruction and forming flexible instructional groups.	Administration Teachers Counselor Librarian Interventionis Melissa Stadtfeld	Increased student achievement. More personalized learning. Teachers are empowered to differentiate instruction and move kids around based on need.			
3) Teachers will participate in collaborative planning using Reading and Math MAP data and classroom formative assessment every 7 days. This 7 day rotation will be facilitated by our interventionist and will be used for focused looks at data and planning for flexible grouping and instruction to be monitored for the next 7 days.	Administration Teachers Counselor Librarian Interventionist	More personalized instruction. Students working at their instructional levels and meeting individual needs in reading and math.			
4) Write a proposal including rationale and job description to our PTA to fund 1.5 literacy interventionist and 1.5 math interventionist. Literacy Full Time focus 2nd - 5th Literacy .5 focus on K - 2nd Math Full Time in the Fall focus 2nd - 5th Spring focus on K - 5th Math .5 starting in January focus on 3rd - 5th STAAR support \$220,000.00	Administration Teachers Counselor Librarian Interventionist	Increased student achievement Support teachers in meeting diverse needs of students to lead to more personalized instruction			

5) Implement use of Dreambox in a blending learning environment in Mathematics that includes math taught in small flexible groups based on student needs with a focus on Grades K - 5.	Administration Teachers Counselor Librarian Interventionist	Increased student achievement. A move towards more personalized instruction			
6) Teachers will participate in professional learning opportunities such as ISTE, Greg Tang, Differentiation Conference, Literacy for All and other opportunities that may become available. PTA has already funded for this school year: ISTE Conference, Greg Tang National Summer Conference, Differentiation Summer Conference, Literacy for All Fall Conference.	Administration Teachers Counselor Librarian Interventionist	Increased teacher capacity. Increased student achievement.			

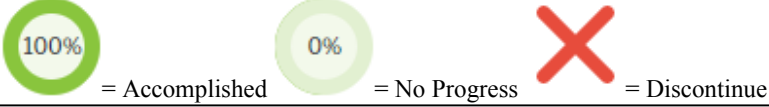
 = Accomplished
  = No Progress
  = Discontinue

Goal 2: School Connectedness: Using the Panorama Survey Data of 3rd - 5th grade students, at least 75% of students will report: 1) They believe they can succeed in achieving academic outcomes; and, 2) They feel they are valued members of the school community.

Performance Objective 1: Using the Panorama Survey Data of 3rd - 5th grade students, at least 75% of students will report they believe they can succeed in achieving academic outcomes.

Evaluation Data Source(s) 1: Panorama Survey

Summative Evaluation 1:

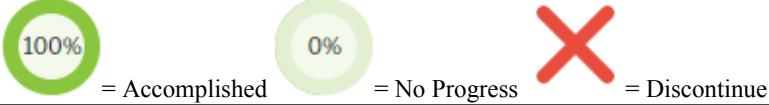
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Learning to set goals with students based on the MAP Growth measure goal and helping students monitor progress toward their learning goal.	Administration Teachers Counselor Librarian Interventionist	Increased student achievement Increased self-efficacy and self-advocacy			
2) Teaching and fostering a growth mindset in students - a sense of 'I don't know that yet' and a feeling that they can tackle hard learning.	Administration Teachers Counselor Librarian Interventionist	Increased self-efficacy and self-advocacy.			
3) Participate in Cohort 1 of the School Redesign Collaborative to create a plan for our school that will engage learners, challenge learners and personalize learning.	Core Design Team School Design Team Administration Teachers Counselor Librarian Interventionist .5 ESL teaching asst.	Create a design to meet the needs of our community and to create a rich, challenging, and innovative learning experience for our learners - adult and children.			
					

Goal 2: School Connectedness: Using the Panorama Survey Data of 3rd - 5th grade students, at least 75% of students will report: 1) They believe they can succeed in achieving academic outcomes; and, 2) They feel they are valued members of the school community.

Performance Objective 2: Using the Panorama Survey Data of 3rd - 5th grade students, at least 75% of students will report that they feel they are valued members of the school community.

Evaluation Data Source(s) 2: Panorama Survey

Summative Evaluation 2:

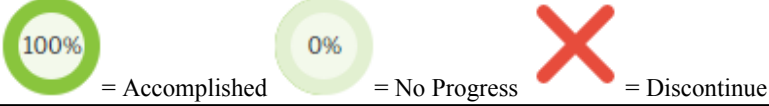
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Our counselor will conduct guidance lessons in each grade on a regular basis as well as facilitating friendship groups and other small groups to meet social/emotional needs of students.	Administration Teachers Counselor Librarian Interventionist	Students grow in their social/emotional development Students feel valued at school			
2) Use the morning news and community circle/morning meeting as a way to bring the school together on topics such as: school spirit, our Cougar Code, the Responsibility saying done each morning, our vision for them as they leave HCE, social/emotional issues, life skills such as respect, empathy, compassion for others and more.	Administration Teachers Counselor Librarian Interventionist	Increased sense of community Student feel valued at school Less behavior referrals			
3) Plan for times when grade levels can support each other in different ways such as peer tutoring, buddy reading, technology support, cheerleaders/encouragers on STAAR days, and more.	Administration Teachers Counselor Librarian Interventionist	Increased sense of community Student feel valued at school Less behavior referrals			
					

Goal 3: Post Secondary Readiness, Achievement: Increase the number of students reaching the post-secondary readiness level on STAAR Reading and Math by 7% at each grade level.

Performance Objective 1: Third grade has no increase to show so our baseline for them will be that at least 70% reach Meets on Reading and 75% reach Meets on Math STAAR.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Teachers will participate in collaborative planning using Reading and Math MAP data and classroom formative assessment every 7 days. This 7 day rotation will be facilitated by our interventionist and will be used for focused looks at data and planning for flexible grouping and instruction to be monitored for the next 7 days.	Administration Teachers Counselor Librarian Interventionist	Increased student achievement			
2) Continue to learn and implement strategies to support english language learners and to use the ELPS descriptors to plan small group instruction for our ELL.	Administration Teachers Counselor Librarian Interventionist .5 ESL teaching asst.	Increase student achievement Closing the achievement gap between white and ELL			
					

Goal 3: Post Secondary Readiness, Achievement: Increase the number of students reaching the post-secondary readiness level on STAAR Reading and Math by 7% at each grade level.

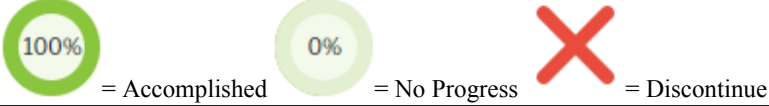
Performance Objective 2: Using 2016-2017 STAAR scores for Reading and Math, grades 4 and 5 will show an increase of at least 7% at the Meets level for each test in each grade level.

4th Reading - 75% Meets: 4th Math - 82% Meets

5th Reading - 54% Meets: 5th Math - 57% Meets

Evaluation Data Source(s) 2:

Summative Evaluation 2:

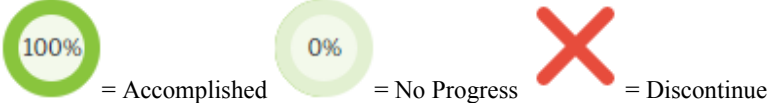
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Teachers will participate in collaborative planning using Reading and Math MAP data and classroom formative assessment every 7 days. This 7 day rotation will be facilitated by our interventionist and will be used for focused looks at data and planning for flexible grouping and instruction to be monitored for the next 7 days.	Administration Teachers Counselor Librarian Interventionist	Increased student achievement			
2) Continue to learn and implement strategies to support english language learners and to use the ELPS descriptors to plan small group instruction for our ELL.	Administration Teachers Counselor Librarian Interventionist .5 ESL teaching asst.	Increase student achievement Closing the achievement gap between white and ELL			
					

Goal 4: Post Secondary Readiness, Equity: Using STAAR data at the end of the year show a decrease in the gap between our White students and our ELL students: in reading from a 15 point gap to a 12 point gap and in math from a 17 point gap to a 14 point gap.

Performance Objective 1: Using STAAR data at the end of the year show a decrease in the gap between our White students and our ELL students: in reading from a 15 point gap to a 12 point gap and in math from a 17 point gap to a 14 point gap.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Working with a consultant in grades K - 2 to ensure that guided reading is implemented with fidelity and that there is a focus on language development in our younger learners.	Administration Teachers Librarian Interventionist .5 ESL teaching asst.	Decrease the achievement gap Increased student achievement			
2) Continue to learn and implement strategies to support english language learners and to use the ELPS descriptors to plan small group instruction for our ELL. Using instructional rounds and learning walks to notice those strategies being implemented and provide feedback to teachers.	Administration Teachers Counselor Librarian Interventionist .5 ESL teaching asst.	Decrease the achievement gap Increased student achievement			
3) Teachers will use the ELPS and E-LAR to track progress and to inform instruction for small group work with english language learners. Teachers will turn in their ELPS and E-LAR each nine weeks with report cards. Teachers will monitor progress in language development and ask for support as needed to ensure continuous improvement.	Administration Teachers Counselor Librarian Interventionist .5 ESL teaching asst.	Decrease the achievement gap Increased student achievement			
					

Goal 5: To remain in compliance with Federal and State law, the campus will implement the following strategies.

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

Evaluation Data Source(s) 1: All strategies will be implemented.

Summative Evaluation 1:




Strategy Description	Monitor	Strategy's Expected Result/Impact	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.	Principal, AP, Librarian, Counselor, LEP Assistant	grades, STAAR scores, E-LAR, informal assessments			
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. --DRA BOY, MOY and EOY --Flexible small group instruction in Reading --Running Records --SSC process	All instructional staff and admin team	--Students maintain at least a year's growth in reading based on the DRA and or MAP testing --Early identification of students who may need to be screened for Dyslexia			
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; opportunities to conference will be provided to parents of students so identified. --SSC process to monitor all students who have failed STAAR in the previous year --Immediate intervention support for those who failed STAAR in the previous year	All instructional staff	Students who failed STAAR in 3rd or 4th grade will pass the next year's STAAR test or, at the least, improve their scale score.			

<p>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).</p> <p>--Continue to implement the Basecamp Blended Learning in Grades 3-5 to obtain new refresh devices. --itsLearning Trailguides will provide regular training and ongoing support --Librarian send a Tuesday Technology Tip to all --Technology Committee continues to focus on ways to improve the integration of technology into instruction</p>	<p>Admin Team, Librarian, Technology Committee</p>	<p>More teachers will use technology as a tool for learning. itsLearning implementation: each teacher creates an itsLearning course by end of the 1st Semester and has 2-3 activities by March 30.</p>			
<p>5) Promote parent and community involvement in drug and violence prevention programs/ activities.</p> <p>--5th grade DARE --Schoolwide Red Ribbon Week --Schoolwide No Place for Hate</p>	<p>Counselor and all faculty</p>	<p>All activities complete. Panorama Survey shows students feel safe at school.</p>			
<p>6) Provide professional development based on level of expertise and need in the following areas:</p> <ul style="list-style-type: none"> * Bullying Prevention * Violence/conflict resolution * Recent drug use trends * Resiliency/Developmental Assets * Prevention Curriculum training * No Place for Hate * CSHAC * SEL *Capturing Kids' Hearts * Love and Logic 	<p>All instructional staff</p>	<p>Panorama Survey reflects success in these areas.</p>			

<p>7)) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio.</p> <p>--Staffings for each student before the ARD to ensure all have input on the amount of support required for the individual student's success</p>	<p>Special Ed Staff Teachers Principal and AP</p>	<p>Special Ed students are in general ed classes as much time as possible to still be successful and meet their IEP goals.</p>			
<p>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?</p>	<p>Special Ed staff Principal and AP</p>	<p>Students success on state assessments improve each year.</p>			
<p>9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.</p>	<p>All special ed staff Principal, Asst Principal, Counselor</p>	<p>All testing and annual ARD timelines are meet by school staff (not including those that a parent puts off based on their personal schedules).</p>			
<p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies</p>	<p>All instructional Staff</p>	<p>At Risk students are supported as needed</p>			
<p>11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)</p> <p>--Using At-Risk and Bilingual funds from general funding, instructional materials and supplies will be provided to support LA, Math, Science, and Social Studies curriculum to improve and support student achievement and English Language acquisition. These supplies will include but will not be limited to: books, workbooks, paper, manipulatives, copy paper, poster board, laminating film, , etc...</p>	<p>All instructional staff</p>	<p>ELL will show at least one year's growth on TELPAS.</p>			

<p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include:</p> <ul style="list-style-type: none"> * recruitment * training/support * recognition of volunteers/partnerships *volunteer appreciation <p>--PTA volunteer coordinators --Provide volunteer training specific to HCE --Provide a celebration to show volunteers appreciation in the spring</p>	All staff, PTA	# of volunteer hours is maintained from year to year			
<p>13)) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to:</p> <ul style="list-style-type: none"> * 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. * Problem-Based Learning * Small Group Instruction *Greg Tang 	All staff	Individual professional learning goals are met CIT understands the need for personalized professional learning PTA continues to support professional learning opportunities for teachers			
<p>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.</p>	All instructional staff and admin team	More differentiation and personalization of learning Technology used as a learning tool			
<p>15) Provide support for new teachers with ongoing mentoring and planning with certified staff.</p>	Mentor/Mentee Chairs Admin Team ILT	Retention and success of new teachers			

<p>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.</p> <p>Website is kept up to date with teachers blogs, calendar, archived newsletters, links to HCE PTA and district links. Admin Team with relevant teachers attend Job Fairs. We have a network of former teachers and parents who send good candidates that we consider.</p>	<p>Admin Team Teachers</p>	<p>Interview teams have opportunity for input when interviewing and hiring.</p> <p>Adminstrators have help with finding great candidates.</p> <p>We hire teachers who are a good fit for our school and who improve their grade level or team.</p>			
<p>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.</p> <p>--When PTA funds professional learning they are educated about what it is, why it is needed and how the learning will improve instruction at HCE.</p>	<p>All instructional staff</p>	<p>Teachers have more access to nationally recognized professional learning opportunities and are able to go as teams.</p> <p>Parents appreciate the fact that our teachers are continuously learning and improving.</p>			
<p>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. Round Up meetings, Bear BLVD PK students visit, all other incoming Kinder children also have a time to visit in classrooms and tour the campus.</p>	<p>Kinder, Admin Team</p>	<p>We are pulling more and more kids from private kinder into our school.</p>			
<p>19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas:</p> <ul style="list-style-type: none"> 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 <p>--all teachers either have or on working on GT certification --we seek out GT professional learning oportunitites</p>	<p>All instructional Staff</p>	<p>GT students are cluster grouped each grade level with at least 8-10 together in one class and teachers are prepared to differentiate for them.</p>			

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.	All instructional staff	See activity above			
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.	All instructioanl staff	Students are identified each year for our GT program..			
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	HCE C-SHAC Committee Admin Team Teachers	More activities for students with an emphasis on healthy choices such as Bike Rodeo, Veg Out week, Red Ribbon Week focused on making healthy choices and more.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>					

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$28,675.00
+/- Difference					\$28,675.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$275.00
+/- Difference					\$275.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,014.00
+/- Difference					\$1,014.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$435.00
+/- Difference					\$435.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$9,100.00
+/- Difference					\$9,100.00
Grand Total					\$0.00