

San Marcos CISD

Hernandez Elementary

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science



Board Approval Date: October 18, 2016
Public Presentation Date: October 18, 2016

Mission Statement

Working together, whatever it takes, we will achieve!

Vision

To develop responsible, independent, and resourceful individuals who have the knowledge and attitude to be successful in an ever-changing world.

Core Beliefs

We believe children learn best when we provide a safe and supportive learning environment.

We believe children learn best when there are respectful interactions between staff, students and families.

We believe children learn best when all members have a shared responsibility for student success.

Table of Contents

Comprehensive Needs Assessment.....	4
Demographics	4
Student Achievement	6
School Culture and Climate	8
Staff Quality, Recruitment, and Retention.....	10
Curriculum, Instruction, and Assessment	11
Family and Community Involvement	13
School Context and Organization	15
Technology	17
Comprehensive Needs Assessment Data Documentation.....	18
Goals	20
Goal 1: SMCISD is committed to all students performing at or above grade level.....	20
Goal 2: SMCISD is committed to establishing a rigorous academic culture where all students graduate college and career ready	22
Goal 3: SMCISD is committed to creating a culture of high expectations for performance and professionalism.....	23
Goal 4: SMCISD is committed to eliminating achievement gaps within student populations	24
Goal 5: SMCISD is committed to improving parental and community engagement	26
State System Safeguard Strategies.....	27
State Compensatory	28
Personnel for Hernandez Elementary:	28
Title I.....	29
Schoolwide Program Plan.....	29
Ten Schoolwide Components	29
Title I Personnel	31
2016-2017 Campus Improvement Team.....	31
Addendums	31

Comprehensive Needs Assessment

Demographics

Demographics Summary

Hernandez Elementary School is one of six elementary schools in San Marcos CISD, with a total of 530 students; Hernandez Elementary is a school-wide title 1 campus.

Our student demographic breakdown is:

- Male 56%, Female 44%
- Asian .01%, Black/African American 1%, Hispanic/Latino 66%, White 26%, Two or more 7%
- English Language Learners 11%
- Special Education 12%
- Gifted and Talented 5%
- Economically Disadvantaged 69%
- At-Risk for Elementary 49%

Demographics Strengths

The students and staff at Hernandez elementary are accepting of the diversity of the campus, and the variety of programs designed to meet the needs of different student groups. Staff at Hernandez Elementary School identifies students in need of special programs at an early age, and begins response to intervention (RtI) and progress monitoring during the primary years. Our RtI team actively monitors all student groups to ensure all students achieve at high levels. In addition, staff at Hernandez volunteer and provide enrichment opportunities for all students.

Demographics Needs

Improve the effectiveness of tier 1 and tier 2 instruction to better meet the needs of our at-risk population, special education population, and English language learners. We need to provide additional educational opportunities for the specific sub groups.

Additional staff is needed to support students with behavior intervention plans, individualized education plans, and support services. Currently Hernandez has 2 types of special education programs (ACL and Focus) in addition to the in-class support, co-teach, and resource services offered.

On-site coaching and professional development plans would benefit the bilingual classrooms and our ELL students.

Instructional staff would benefit from professional development opportunities that are content based and targeted at providing differentiated instruction for the identified sub groups.

Student Achievement

Student Achievement Summary

The New Student Accountability Summary is broken down into 4 areas: Student Achievement, Student Progress, Closing the Performance Gaps, and Post-secondary Readiness (not applicable for Elementary). The results from 2014-2015 Performance Index Summary for Hernandez Elementary are as follows:

Index 1 – Student Achievement: Target Score (60) HES Score (74)

Index 2 – Student Progress: Target Score (32) HES Score (37)

Index 3 – Closing the Performance Gaps: Target Score (28) HES Score (37)

Index 4 - Post Secondary Readiness: Target Score (12) HES Score (38)

Student Achievement Strengths

On the State of Texas Assessments of Academic Readiness, Hernandez Elementary has received “Met Standard” on Student Achievement, Student Progress, Closing the Performance Gaps, and Post-secondary Readiness for the 2015-2016 School Year. In addition, Hernandez met 14/18 system safeguard indicators for 87%. Distinction designation was awarded for 1 or the 5 areas: academic achievement in Science.

On the State of Texas Assessments of Academic Readiness for the 2015-2016 school year, Hernandez Elementary saw gains in the following areas:

Reading: 78%

Math: 74%

Writing: 71%

Science: 63%

Student Achievement Needs

Within the accountability system, it will be important to focus on ensuring that students attain or exceed a year's growth in math and reading when comparing STAAR scores. It will also be very important to continue to foster the growth of students to Level III: Advanced, for all subject areas. Finally, all teachers need a deep understanding of STAAR Readiness, Supporting and Process standards including how learning is vertically articulated from grade to grade and depends heavily on knowledge and skill acquisition in the primary grades.

To ensure that our students are learning at high levels, Hernandez Elementary believes that all teachers need timely opportunities to collect, analyze, reflect, and act on a variety of student data to make instructional decisions that promote increased levels of student proficiency across subjects. We have identified core writing instruction as a professional development need on campus. Students that require specially designed instruction will remain a target and we will address needs through professional development for teachers, supplementary resources, and in the master schedule design.

Students also need to be provided with opportunities to set, work toward, and progress monitor their own learning goals and outcomes. In order to achieve these goals, all teachers need opportunities to create and administer rigorous, realistic and aligned common formative assessments that lend themselves to adequate data analysis for improvement in student learning.

School Culture and Climate

School Culture and Climate Summary

A culture of shared leadership is evident at Hernandez, and the belief system that all staff members have valuable information to share is woven throughout the school. Faculty and staff demonstrate a genuine willingness to support each other and our students. The campus PBIS team (HOPE) meets monthly to identify and address campus concerns related to school culture and climate.

Hernandez elementary also has 20 new hires. It is critical to ensure all new staff are supported by mentors and individualized professional development plans and coaching. Hernandez administration will monitor campus goals and ensure that all members believe in a growth mindset and have a shared accountability for all learning.

We also believe that we need to celebrate the accomplishments of our students, staff, and school. Many school-wide events will highlight the accomplishments of individuals, classes, and grade level. Parents and the community will have the opportunity to take part in these celebrations.

School Culture and Climate Strengths

One of the strengths at Hernandez Elementary is our school-wide Character Counts Program. Students are taught the school-wide expectations and are rewarded with Hernandez Hooray slips when the character traits are demonstrated. Teachers use the slips for classroom rewards and incentives and additionally, individuals and classes are recognized every 6 weeks during Hooray Day Assemblies. The grade levels perform for the rest of the student population. They highlight the importance of good character. Currently we do not have any reported gang or substance abuse issues.

The CHAMPS classroom management system sets and teaches behavioral expectations within the learning environment and provides consistency as children move through the grade levels.

We also implement the Positive Behavior Support guidelines that were established during the Emergent Tree Training. It is consistently used throughout the school and provides reinforcement and visual cues for student behavior. Emergent Tree Tier II system is new to our district this year, and our team will be learning and implementing Tier II strategies in the 2016-17 school year.

More than eight clubs are provided for students which provide a sense of belonging, promote leadership and provide an outlet for creativity and expression.

Hernandez Elementary is clean and well maintained and our students are taught to be responsible for our school and community through recycling, composting, and conserving our water.

School Culture and Climate Needs

Hernandez Elementary identified several needs related to school culture and climate. Some of the safety concerns include, students being dropped off in the teacher parking lot and crossing the bus area, gates being propped open with rocks, and doors left unlocked. The staff would like to see more staff celebrations, and team building opportunities.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Hernandez Elementary School employs highly qualified staff. Professionals are certified in the areas in which they are employed and paraprofessionals have either acquired 60 college course hours or hold a certification. San Marcos Consolidated Independent School District (SMCISD) provides ongoing professional development for staff. Our district employs district instructional coaches for academics and technology. These supports increase staff quality and retention.

Staff Quality, Recruitment, and Retention Strengths

Highly effective staff work with all students. Administrators decide staff placement based on certifications, specials programs, and needs. Our retention rate is 10 years. We have a teacher mentor program that is facilitated through our curriculum department. Hernandez's Campus Improvement Team (CIT) participates in the campus decision making process. Ongoing feedback is given continually and is addressed individually and/or through committees.

Staff Quality, Recruitment, and Retention Needs

The teacher mentor program needs to be more comprehensive. New teachers in SMCISD need more extensive professional development during the orientation process and before starting their teaching assignment. Initial staff development in all initiatives and ongoing support is our biggest need. Additional professional development, coaching, and monitoring is needed for our specialized teachers.

Utilizing the district coaches was a challenge last year. We have identified the need for a coach who is on campus daily. The professional development model that supports learning at all levels allows for a coach to model, observe, co-teach, debrief, plan and ultimately provide ongoing internal labs and data team meetings. It would benefit our campus to have daily access to an instructional coach who has developed a relationship with the staff and understands where we are in respect to our campus goals.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At Hernandez Elementary our curriculum is linked to the TEKS using our district's scope and sequence, teacher lesson plans, formal and informal assessments and students products. We provide evidence with teaching resources, instructional strategies, differentiated instruction and opportunities for our students to learn. This evidence is seen through school wide protocols such as observations and learning walks, checklists, reading wall, universal screeners, student reviews, LPAC reviews and response to intervention reviews, formal and informal assessments, and professional learning communities. The data gathered through this process of monitoring, evaluating and reviewing is used to plan for pacing of the students' learning, supplemental instruction, differentiated instruction and determining instructional strategies for the needs of our students.

Representatives from each grade level and content area, including student support services and bilingual/ESL, serve on the District Curriculum Council, which is the District team that has received specialized professional learning and development, and assists in district level decision making and curriculum design.

Curriculum, Instruction, and Assessment Strengths

- Professional learning communities
- Response to intervention committee and data
- Analysis and interpretation of data
- Easily accessible data used to guide instruction (EDUPHORIA)
- Specialized instruction for our diverse learners
- Common Planning time for grade level teams

Curriculum, Instruction, and Assessment Needs

- Technology resources and software in English and Spanish
- Enrichment Opportunities available for all students that target Science, Technology, Engineering, Arts, and Math (STEAM)
- Additional staff for tier 2 and tier 3 interventions - Currently we are staffed with one professional and one paraprofessional
- Professional development and training to increase student achievement
- Additional instructional supplies and materials (math, social studies, and science)
- Vertical team planning time to analyze data and plan for instruction
- Provide substitutes to allow for team planning and professional development
- Leveled Library for Accelerated Reader (AR)
- Acquisition of programs for our diverse learners (Read Live, Accelerated Math, Accelerated Reader, Istation K-2, Resources for our English Language Learners (Spanish), and differentiate resources for our students with disabilities.
- Refurbished classroom library and mentor texts
- Consumable science materials for the science lab
- Content specific professional development that is focused on understanding the standards and explicit instruction.
- Additional desktop and laptop computers for the students and teachers.
- Coaching support and planning
- Curriculum guides that are clear and concise.
- Assessments and checklists that are aligned to the district developed curriculum guides.

Family and Community Involvement

Family and Community Involvement Summary

Hernandez Elementary provides several activities to promote and support students' learning with their families, such as family math/literacy night and the STEAM Fair, Spring Fling, FAMA night, and Hooray days, where students and their families can come together to engage in an educational, yet fun experience. Other activities which parents are involved in include; additional help with field trips, monitoring AR activities, and helping to prepare classroom supplies and materials for students' use. Another set of activities that combines student learning and parental involvement is the varied use of educational web-based programs that can also be utilized from the students' home, with their parent(s) as a monitor, such as Istation and Think through Math.

Family and Community Involvement Strengths

Our Hernandez PTO for the 2016-17 is extremely active. They are recruiting parents to support the Hernandez students and staff a variety of ways.

Hernandez incorporates an annual school safety week and educates our students about how to be safe at home and at school. We partner with our first responders and teach our students about the standard response protocol, weather preparedness, bullying/cyberbullying, fire prevention, and health/wellness. The San Marcos Police Department, EMS, and Fire Department present information to the entire student body.

Texas State also partners with Hernandez and provides our school with mentors, student teachers, interns, and special projects.

Many of our local businesses sponsor individual classes. In addition to our local businesses, two of our local churches provide resources and activities for the students and their families. The community continues to support 2 of Hernandez's special activities: Reading Heroes Week and the STEAM expo.

Family and Community Involvement Needs

Hernandez will continue to focus on building a strong partnership with families and the community. To increase communication, multiple layers will be employed to meet various members of the learning community. These will include:

- ♦ School Messenger
- ♦ the marquee
- ♦ teacher newsletters
- ♦ Hernandez campus website
- ♦ Parent brochures in the front office
- ♦ Parent information bulletin board
- ♦ Facebook
- ♦ Twitter
- ♦ Remind

Hernandez will also work to increase the number of families that join the PTO, as well as the number of volunteers working in our school.

School Context and Organization

School Context and Organization Summary

Hernandez Elementary School works to support students and staff through scheduling and structure. As a campus, we have strengths, and we continuously work to improve those areas which we have identified as needs.

School Context and Organization Strengths

The strengths on our campus are as follows: We are able to communicate with our administrators. Any concern that is brought up is supported by them, and they try to accommodate to make everything work as best as it can. If something is not working in our schedule, administrators will shift things around to make sure that everything is fitting nicely. Whatever is best for the child. We work to come up with an ideal schedule that is best for every grade level. We follow guidelines given by the district for recommendation of minutes needed for specific subject areas.

Our master schedule allows for common planning time, special program intervention time, and our professional learning community team time.

Hernandez Elementary School provides intervention for students in need. Response to intervention (RTI) time is set and is a lot more consistent this year than the previous years. RTI meetings are set up 4 times a year to discuss student data. Saturday school supports students that receive individual education plans and/or students working towards language proficiency standards. It is an engaging and interactive experience for our students.

Teachers have a voice on our campus. Opinions are voiced to the team leader and the team leader takes the concern to CIT where it will be brought up and hopefully a decision will be made, and then that information will be relayed back to the teams. CIT is very well represented, staff is pulled from every grade level and from different departments. Big changes seem to be made during summer retreat - staffing, schedules, etc., based on what is shared throughout the year.

Staff also plays a role in deciding which assessments are used to evaluate individual students in the classroom, and there is not much district involvement in deciding benchmarks and common formative assessments (CFA).

We hold high expectations for our students. Positive behavior intervention system (PBIS) is implemented campus-wide. This allows students to know exactly what is expected of them, both in and out of the classroom. For a small percentage of students, we have a standardized tier II support that is implemented with the support of Emergent Tree.

School Context and Organization Needs

There are areas in which we feel our campus should improve. Although parents' voices can be heard through PTO, we feel that our school would benefit from involvement in UIL. Teachers feel communication could be improved on our campus:

- ♦ More frequent feedback from administrators about individual performance
- ♦ Celebrations that highlight individual teacher strengths

At Hernandez Elementary School, we will continue to focus on the areas which are deemed necessary for improvement.

Technology

Technology Summary

Here at Hernandez Elementary, Technology is utilized across all content areas. It is integrated within the curriculum allowing students to move seamlessly-gaining information, skills, and demonstrating their learning using a variety of communication tools. Our Technology program provides a wonderful way for students to collaborate and learn social skills along with academic curriculum. Students are engaged in learning new information that is presented in unique and interesting ways. Staff and students have access to kindles, iPads, desktop and laptop computers, computer labs, SMART boards, mimios, ceiling projectors, elmo/projection cameras, wireless connection throughout the school, centralized printing from teacher classroom on networked printer, district webmail, Gradebook, and report cards. Software used are I-station, Starfall, AR, Think Through Math, KidPix, Media Cast, My Reading Coach, Fast Math, Destination Learning, Learning3.com, Read Live, curriculum online support, Dragon Systems, Boardmaker, Edmart Reading Program and online library catalog.

Technology Strengths

Hernandez Elementary Staff feels that technology is a positive and productive tool that supports individualization, group instruction, assessments, communication between peers and parents and real life learning for students.

Technology Needs

Facility and staff are always excited and willing to try new means of technology. Our campus needs include:

- A technology plan that allows for growth and the replacement of old machines.
- Technology Professional Development that focuses on small group in-depth training.
- Need for funding for the replacement of 10 replacement computers, aging software and new and improved technological equipment.
- Need for additional teacher computers, mimios, student desktop computers, and document cameras for the additional classrooms.
- Full- time on-campus support for teachers and their individual needs.
- Larger Server Capacity for storage of documents.

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
- Accountability Distinction Designations

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 ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

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
- Discipline records
- 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment 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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: SMCISD is committed to all students performing at or above grade level

Performance Objective 1: All student groups will increase achievement by a minimum of 5% on all portions of STAAR (Reading, Math, Science, Writing). 90% of K, 1, 2nd will show one year's growth on PM Benchmarks for Reading and end of year math assessments. All staff will attend campus and district professional development to increase the effectiveness of core instruction.

Summative Evaluation: Increased academic performance on all portions of STAAR will increase by 5% for all student groups and 1 year's growth in reading and math for 90% of K-2 students.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) When scheduling students, cluster special education students in classrooms so that the students can receive in-class support by a special education teacher in the general education classroom.	1, 3, 9, 10	Administrators, teachers, special education teachers, LSSP,	Resource/Inclusion IEPs, data from assessments, IEP goals met, STAAR results				
2) Utilize web-based instructional math programs such as Think Through Math, Manga High, Fast Math, STAR Math, Pearson Envision and Go Solve to provide additional instruction.	1, 8, 9, 10	Administrators, teachers, special education teachers, interventionists	Teachers collect data to analyze for small group teaching opportunities				
3) Develop a schedule to purchase additional mobile devices and PCs in order to support classroom technology use. Develop a schedule to support teacher development of technologyskills.	1, 2, 4, 9	Administrators, teachers,	Yearly budget allowances for technology purchases, purchased devices				
State System Safeguard Strategy 4) Incorporate Gretchen Bernabei writing strategies and provide ongoing professional development opportunities for staff in the writing process	1, 2, 4, 8, 9, 10	Administrators, teachers, interventionists	Successful scores in STAAR writing, evidence of good writing strategies in the early grades.				
5) Continue implementation of fifth grade science camp and invite the community and university to partner to help provide a STEAM Expo for all students.	1, 2, 9, 10	Administrators, teachers, interventionists	Photos, STEAM Expo list of exhibitors, Science Camp Lesson plans				
6) Implement the use of Envision Math and plan opportunities for teachers to develop a solid knowledge base of this third year adoption.	1, 4, 9, 10	Administrators, teachers, Interventionists, Math Coach	Lesson Plans documenting use of Envision Math, Walk through Documentation				
7) Incorporate the use of Discovery Education as a science resource and plan opportunities to develop a solid knowledge base of this new adoption.	1, 4, 9, 10	Administrators, teachers, interventionists, Science Coach	Lesson plans documenting use of Discovery Education, Walk through documentation				

8) Provide staff and students with additional technology devices so that all students have an opportunity to access web-based programs. Increase students' engagement by providing access to computers and the digital world.	1, 9	Administration, Teachers	Increased access to computers and other devices, inventory, walk-throughs				
State System Safeguard Strategy 9) Incorporate Project Read Phonology, Linguistics, and Written Expression lessons and strategies to build a strong foundation in ELAR. Teachers will use these supplemental instructional resources for Tier 1 instruction.	1, 2, 4, 9	Campus Administrators, District Instructional coaches, classroom teachers	Professional Development sign in sheets, walk-through data, QSI data				
10) Invite authors/illustrators to share their knowledge and to inspire students to be writers and illustrators.	1, 2, 4, 9, 10	Administrators, teachers, Information Literacy Specialist	Performance dates, photos, modified schedule				
11) Sponsor extra-curricular health and wellness activities such as the annual Walk-A-Thon, adult running club, student running club, and Fun with Fitness Days. Also ensure students meet goals on the FitnessGram and are allowed to participate in 30 minutes of recess daily.	2, 3, 10	Administrators, Physical Education Coaches, and teachers	Administrators, Physical Education Coaches				
12) Continue the implementation of Balanced Literacy. Provide teachers and classrooms with the needed professional development and resources.	1, 2, 3, 4	Administration, Instructional coaches	Classroom walk-throughs, TTESS, Evidence of student learning notebooks, staff development, coaching schedules				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: SMCISD is committed to establishing a rigorous academic culture where all students graduate college and career ready

Performance Objective 1: Increase career and college awareness activities and opportunities for enrichment of all students.

Summative Evaluation: All students will have the opportunity to rotate through the STEAM lab a minimum of 3 times, attend the campus STEAM lab, attend our campus STEAM expo, participate in an after school club and participate in career and college awareness activities.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Engage GT and cluster students in extension activities to extend learning and provide opportunities for self-direction and collaboration.	1, 9, 10	Administrators, teachers, GT Facilitator	Lesson plans, more projects, ELM model used to facilitate collaboration				
2) Provide students with field trips to learn about college and career options. Partner with the middle school for 5th grade transition and partner with the high school so all 5th grade students are aware of the different academies. Partner with Bonham to create a PK to kindergarten transition plan.	1, 2, 7	Administration, teachers, outside businesses and communities	Dates of grade level field trips, money utilized for busing the students, transition field trips for PK and 5th grade.				
3) Implement a college and career week that allows for specially designed lessons for all students and targeted lessons and field trips for our 5th grade students.	1, 2	Administration, Counselor, classroom teachers, and ILS	Lesson plans, guest speakers, daily activities, and field trips to the high school and Texas State				
4) Provide students with a variety of after school activities like the Robotics club, Choir, drumming club, and Art club. Also provide all students to the opportunity to participate in community service projects.	1, 2, 6	Administration, Teachers	Number of after school clubs, participation of the clubs, attendance, completed projects				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: SMCISD is committed to creating a culture of high expectations for performance and professionalism

Performance Objective 1: 100% of students will participate in our school-wide discipline management plan and school-wide celebrations. 100% of staff will attend identified professional development as designated by the principal. We will provide all students with STEAM lessons during the instructional day and provide additional opportunities for Fine Arts and STEAM activities after school.

Summative Evaluation: Student discipline referrals will decrease by 3%. Staff attendance will attend at minimum of 1 monthly professional development opportunities provided by the district and the campus. All classes will adhere to the STEAM rotation schedule and we will offer a minimum of 4 additional after school clubs for students.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Monitor absences and tardies. Make phone calls to absent students via the School Messenger system. Teachers will make phone calls upon the 2nd consecutive day of absence.	1, 2, 10	Administration, Teachers, Attendance clerk	attendance data				
2) Teachers will set an attendance goal. Attendance percentages will be announced during morning announcements. Classroom incentives will be given for students who have excellent attendance.	1, 2, 6	Administration, Teachers	increased attendance				
3) Classes meeting the attendance goal will be rewarded each six weeks at the Hooray Day Program.	2, 6	Administration, Teachers, Character Counts! Team	Award of the attendance trophy				
4) Home visits and parent meetings will be conducted for students with excessive absences or tardies. Every effort will be made to help parents and children before pursuing truancy court.	1, 2, 6, 10	Administration, Teachers, Attendance Clerk, District Attendance staff	Documentation of attendance meetings, home visits, court paperwork				
5) Develop a Girls' club and Boys' club that follows a specific curriculum and focuses on community service projects. Hernandez will invite all 4th and 5th grade students to join.	1, 2, 6	Volunteers, Fine Arts teachers, soon to be hired STEAM paraprofessional, and parent volunteers.	STEAM lab rotation schedule, attendance, development of additional clubs, and number of community service projects completed.				
6) Implement Tier II behavior intervention strategies as specified by Emergent Tree.	1, 2, 9	Check in / Check out Mentors, Social skills providers, HOPE team, and teachers	Number of students that utilize DBRC, student contracts, higher attendance rates, less special education referrals, and less discipline referrals				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: SMCISD is committed to eliminating achievement gaps within student populations

Performance Objective 1: Increase the academic achievement of all student groups by 5% and close the achievement gaps by 3% between the Hispanic, economically disadvantaged students, special education students, ELLs, and ensure that 90% of student groups make a minimum of one year's growth.

Summative Evaluation: 90% of students will meet index 2 on the STAAR assessment, academic achievement will increase by 5%, and achievement gaps will decrease by 3%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
State System Safeguard Strategy 1) Identify and provide interventions to at-risk students (to include ELL, Migrant, Homeless, Special Education, Dyslexia, Eco. Dis.) during and after school hours and include reading, math, writing and science materials and additional resources needed for intervention help.	1, 9, 10	Administrators, Teachers, Interventionists, Spec. Ed. Teachers	Data from assessments, data from monitoring instruments, STAAR results, RTI documentation				
State System Safeguard Strategy 2) Hire an additional paraprofessional to support students in response to intervention 50% of the time. The staff member will provide tier 2 and 3 services, progress monitor, and participate in student academic reviews.	1, 3, 8, 9, 10	Administration	Hire date, support schedule, student data, campus data				
State System Safeguard Strategy 3) Utilize V-Math, Istation, Think Through Math, Read Naturally, Read Live, and Wilson to specifically differentiate and provide specific interventions for any and all student groups in need.	1, 2, 3, 4, 9, 10	REACH team (includes 2 intervention teachers, 1 dyslexia teacher, and 2 intervention assistants), teachers, administration	Specific program data and reports, percentage of students on level as measured by PM Benchmarks, common formative assessments, ELAR/Math checklists.				
State System Safeguard Strategy 4) Utilize V-Math, Istation, Think Through Math, Read Naturally, Read Live, and Wilson to specifically differentiate and provide specific interventions for any and all student groups in need.	1, 2, 3, 4, 9, 10	REACH team (includes 2 intervention teachers, 1 dyslexia teacher, and 2 intervention assistants), teachers, administration	Specific program data and reports, percentage of students on level as measured by PM Benchmarks, common formative assessments, ELAR/Math checklists.				
State System Safeguard Strategy 5) Provide after school tutorials for students who have been identified by teachers and interventionists as needing additional time in order to make progress.	1, 2, 3, 8, 9, 10	Administrators, Teachers, Interventionists, Spec. Ed. Teachers	tutorial rosters, lesson plans				

State System Safeguard Strategy 6) Provide Saturday school for our students receiving special education services and identified as LEP. The student groups will have a minimum of 5 additional learning sessions to work on specially designed instruction and English language acquisition.	1, 2, 3, 9, 10	Administration	Saturday school rosters, bus information and costs, and lesson plans designed to support to 2 programs and students				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: SMCISD is committed to improving parental and community engagement.

Performance Objective 1: Hernandez will have parent engagement activities to engage parents in school activities that celebrate the school's and students' achievements.

Summative Evaluation: Membership in PTO will increase by 10%, attendance at school functions will increase by 15%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) We will implement different ways of communicating with our parents and community. Some strategies include twitter, Facebook, marque, Class Dojo, webpage and newsletters. We will plan a variety of parent engagement activities that will engage the parents and community.	1, 2, 6	Administration, teachers, parents	Attendance at meetings, attendance at school wide celebrations and events, sign in sheets, improved culture as measured by staff, student, and parent surveys.				
2) Hernandez staff will provide a title 1 parent information session, 6 Hooray days, a family literacy night, math night, spring fling, STEAM expo, and FAMA night. We will invite parents by sending newsletters, twitter, Facebook, Remind, updating the website, and having information located on the marquee.	1, 2, 6	All teachers and administration	Sign in sheets, attendance, participation, parent newsletters				
3) Hernandez staff will provide a title 1 parent information session, 6 Hooray days, a family literacy night, math night, spring fling, STEAM expo, and FAMA night. We will invite parents by sending newsletters, twitter, Facebook, Remind, updating the website, and having information located on the marquee.	1, 2, 6, 10	All teachers and administration	Sign in sheets, attendance, participation, parent newsletters				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	4	Incorporate Gretchen Bernabei writing strategies and provide ongoing professional development opportunities for staff in the writing process
1	1	9	Incorporate Project Read Phonology, Linguistics, and Written Expression lessons and strategies to build a strong foundation in ELAR. Teachers will use these supplemental instructional resources for Tier 1 instruction.
4	1	1	Identify and provide interventions to at-risk students (to include ELL, Migrant, Homeless, Special Education, Dyslexia, Eco. Dis.) during and after school hours and include reading, math, writing and science materials and additional resources needed for intervention help.
4	1	2	Hire an additional paraprofessional to support students in response to intervention 50% of the time. The staff member will provide tier 2 and 3 services, progress monitor, and participate in student academic reviews.
4	1	3	Utilize V-Math, Istation, Think Through Math, Read Naturally, Read Live, and Wilson to specifically differentiate and provide specific interventions for any and all student groups in need.
4	1	4	Utilize V-Math, Istation, Think Through Math, Read Naturally, Read Live, and Wilson to specifically differentiate and provide specific interventions for any and all student groups in need.
4	1	5	Provide after school tutorials for students who have been identified by teachers and interventionists as needing additional time in order to make progress.
4	1	6	Provide Saturday school for our students receiving special education services and identified as LEP. The student groups will have a minimum of 5 additional learning sessions to work on specially designed instruction and English language acquisition.

State Compensatory

Personnel for Hernandez Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Concepcion Kestler	Instructional Assistant	Early Reading Intervention	

Title I

Schoolwide Program Plan

Hernandez Elementary CIP includes all 10 School-wide Components for a Title 1, Part A School-wide Campus. Initiatives are focused around improving or enhancing student achievement for all students regardless of race, socioeconomic status, or identified participating program.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

A comprehensive needs assessment was completed by Hernandez Elementary staff in March-May 2016. Input was taken from staff via surveys. Data was reviewed and the plan was developed based on identified needs by each group along with the supporting student data, i.e. attendance, STAAR, AR, iStation, Think Through Math.

2: Schoolwide Reform Strategies

Hernandez Elementary will continue to schedule an intervention time during the instructional day to address individual student needs. The instructional coach will meet with teachers during the common planning time to assist, support and help with differentiation for student support. An instructional assistant will be hired to support students during reading and math small group intervention time and for enrichment of all students in our new STEAM lab.

3: Instruction by highly qualified professional teachers

100% of Hernandez Elementary school teachers and paraprofessionals are highly qualified as defined by NCLB. Certification status of all applicants is analyzed prior to hiring. Teachers are assisted to maintain certification through professional development opportunities. A mentoring program is established by the district to retain highly qualified teachers.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Professional development is offered by SMCISD. Professional Learning Communities are set up on campus with a built in meeting time so that teachers can share strategies and learn from each other. Vertical planning has been planned by our Department of Curriculum, Instruction and Accountability. Teachers are allowed an additional .5 day of planning each 9 weeks.

5: Strategies to attract highly qualified teachers

The SMCISD has implemented Teacher Match to help administration target highly qualified teachers for the interview process. A mentor program is in place to support newly hired teachers. Newly hired teachers are able to observe in other classrooms as part of the program. Time is allotted for the mentor and the newly hired teacher to work together.

6: Strategies to increase parental involvement

Events are held throughout the year for parents to participate with their children during the day and after school. Some of these activities will include: School Safety Week, College and Career Week, Reading Heroes Week, Family Literacy Night, Family Math Night, STEAM Expo, Title 1 Parent Information Night, campus STEAM Expo, Spring Fling, and Hooray Days.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Each pre-school child is given an activity book for the summer to help with the transition. With parent's help, each child can do activities and count on a calendar the days remaining before they enter kindergarten. Students are invited to come and tour the campus during the spring semester prior to enrolling. Parents are given the opportunity to complete paperwork for kindergarten at the end of the year and then invited to the campus orientation.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

The district provides 2 benchmarks a year. Teachers are given the opportunity to create and use common formative assessments to measure student progress. Teachers provided input through their CIT representative for the purchase of the Accelerated Reader program to help with the assessment of reading.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

RTI plans are in place so that students needing assistance are provided with interventions in a timely manner. The RTI team meets with teachers every 4-6 weeks to review the documentation and offer suggestions and recommendations. An Intervention time is provided during the day so that children may get pre-teach or re-teach opportunities. Time is devoted weekly during PLC meetings to address students of concern. Student reviews for students who are served by the Special Education or English Language Learner programs are conducted with the help of district personnel.

10: Coordination and integration of federal, state and local services and programs

Students at Hernandez are served and/or identified by different programs such as Special Education, Bilingual, Section 504, GT, At-Risk, etc. Strategies are planned for students based on the academic need of the student. Although primarily served by program certified teachers to keep in compliance, all students are able to access and have their needs met through the coordination of services.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Connie Perez	Parent Liaison	Title I	.5
Monica Garcia	Intervention TA	Title I	1.0
Sanjuanita Zavala	Interventionist	Title I	1.0

2016-2017 Campus Improvement Team

Committee Role	Name	Position
Administrator	Amber Kirsten Owens	Principal
Administrator	Linda Hernandez	Assistant Principal
Classroom Teacher	Kyra Bodin	1st Grade Team Leader / Campus Mentor
Classroom Teacher	Susan Brown	5th Grade Team Leader
Classroom Teacher	Georgina Juarez	3rd Grade Team Leader
Classroom Teacher	Christie Kerbow	Kindergarten Team Leader
Classroom Teacher	Pam Lindsey	PE Teacher / Special Areas Representative
Classroom Teacher	Sarah McKenna	4th Grade Team Leader
Classroom Teacher	Leigha Murphree	Special Education Team Leader
Classroom Teacher	Ambree Stone	2nd Grade Team Leader
Non-classroom Professional	Kim Morgan-Benson	Instructional Literacy Specialist
Non-classroom Professional	Rosalinda Rodriquez	Dyslexia teacher and DEIC Representative
Non-classroom Professional	Mary Williams	Counselor
Non-classroom Professional	SanJuanita Zavala	Intervention Team Lead
Parent	Mark Estrada	Parent

Addendums

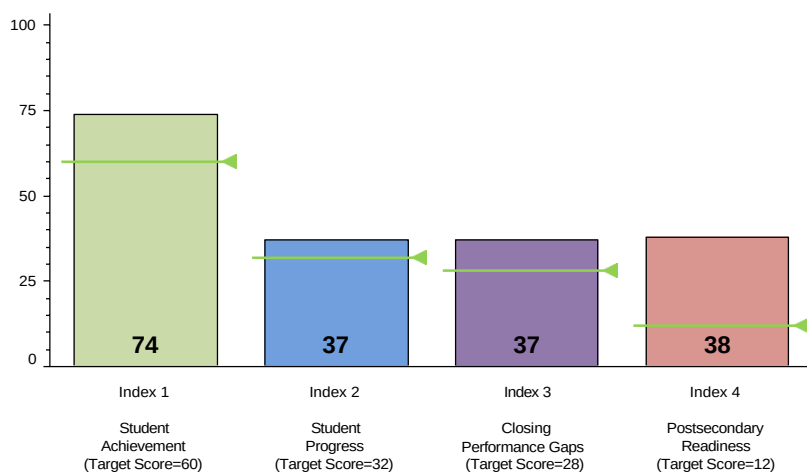
TEXAS EDUCATION AGENCY
2016 Accountability Summary
HERNANDEZ EL (105902107) - SAN MARCOS CISD

Accountability Rating

Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	- NONE
In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Performance Index Report



Performance Index Summary

Index	Earned Points	Score	Points	Maximum	Index
1 - Student Achievement			412	559	74
2 - Student Progress			294	800	37
3 - Closing Performance Gaps			589	1,600	37
4 - Postsecondary Readiness					
STAAR Score		37.7			
Graduation Rate Score		N/A			
Graduation Plan Score		N/A			
Postsecondary Component Score		N/A			38

Distinction Designation



Academic Achievement in ELA/Reading
NO DISTINCTION EARNED
Academic Achievement in Mathematics
NO DISTINCTION EARNED
Academic Achievement in Science
DISTINCTION EARNED
Academic Achievement in Social Studies
NOT ELIGIBLE
Top 25 Percent Student Progress
NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
NO DISTINCTION EARNED
Postsecondary Readiness
NO DISTINCTION EARNED

Campus Demographics

Campus Type	Elementary
Campus Size	530 Students
Grade Span	KG - 05
Percent Economically Disadvantaged	68.7
Percent English Language Learners	10.0
Mobility Rate	2

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	14 out of 18 = 78%
Participation Rates	12 out of 12 = 100%
Graduation Rates	N/A
Total	26 out of 30 = 87%

For further information about this report, please see the Performance Reporting Division website at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html>

TEXAS EDUCATION AGENCY
2016 System Safeguards - Performance and Participation Data Table
HERNANDEZ EL (105902107) - SAN MARCOS CISD

CONFIDENTIAL

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	161	11	90	58	0	1	1	0	89	14	3	n/a
Total Tests	207	15	121	69	0	1	1	0	127	25	3	0
%, at Level II Satisfactory Standard	78o/o	73%	74%	84%		100o/o	100%,		70%	56%	100%	n/a
Mathematics												
# at Level II Satisfactory Standard	153	10	88	53	0	1	1	0	85	9	3	n/a
Total Tests	206	15	120	69	0	1	1	0	126	25	3	0
o/o at Level II Satisfactory Standard	74%	67o/o	73%	77%		100%	100%		67%	36%	100%	n/a
Writing												
# at Level II Satisfactory Standard	55	5	28	20	0	1	1	0	29	4	0	n/a
Total Tests	78	8	42	26	0	1	1	0	46	11	0	0
o/o at Level II Satisfactory Standard	71%	63%	67%	77%,		100%,	100%		63%	36%		n/a
Science												
# at Level II Satisfactory Standard	43	3	19	21	0	0	0	0	21	2	3	n/a
Total Tests	68	4	39	25	0	0	0	0	41	9	3	0
o/o at Level II Satisfactory Standard	63%	75%	49%	84%					51%	22o/o	100%	n/a
Social Studies												
# at Level II Satisfactory Standard	0	0	0	0	0	0	0	0	0	0	0	n/a
Total Tests	0	0	0	0	0	0	0	0	0	0	0	0
% at Level II Satisfactory Standard												n/a
Participation Rates												
Reading: 2015/2016 Assessments												
Number Participating	253	17	161	71	0	2	1	1	168	32	n/a	27
Total Students	254	18	161	71	0	2	1	1	169	33	n/a	27
Participation Rate	100%	94%	100%	100%		100%	100%	100%	99%	97%	n/a	100%
Mathematics: 2015/2016 Assessments												
Number Participating	252	17	160	71	0	2	1	1	167	32	n/a	27
Total Students	253	18	160	71	0	2	1	1	168	33	n/a	27
Participation Rate	100%	94%	100%	100%		100%	100%	100%	99%	97%	n/a	100%

Indicates there are no students in the group.
n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2016 System Safeguards • Status Report
HERNANDEZ EL (105902107) - SAN MARCOS CIm

CONFIDENTIAL

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Oisadv	Special Ed	ELL (Current & Monitored}	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%,	60%	60o/o	60%	60%	60o/o	60%	60%	60%	60o/o	60o/o				
Reading	Y		Y	Y					Y	N			4	5	80
Mathematics	Y		Y	Y					Y	N			4	5	80
Writing	Y		Y	Y					Y				4	4	100
Science	Y		N	Y					N				2	4	50
Social Studies													0	0	
Total													14	18	78

Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N		N	N	n/a	n/a	n/a	n/a	N	N		n/a			
Mathematics	N		N	N	n/a	n/a	n/a	n/a	N	N		n/a			

Participation Status															
Target	95%	95%	95o/o	95%	95%	95%	95%)	95o/o	95%,	95%		95o/o			
Reading	Y		Y	Y					Y	Y		Y	6	6	100
Mathematics	Y		Y	Y					Y	Y		Y	6	6	100
Total													12	12	100

Federal Graduation Status {Target: See Reason Codes}

Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	

District: Met Federal Limits on Alternative Assessments

Reading															
Alternate 1o/o	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1o/o	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														

Total															
Overall Total													26	30	87

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS).

Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

d = Five-year Graduation Rate Target of 90%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a Indicates the student group is not applicable to System Safeguards.