

**Plainview Independent School District**  
**College Hill Elementary School**  
**2017-2018 Campus Improvement Plan**



# Mission Statement

It is the mission of College Hill Elementary to ensure high levels of learning for every student. Through quality learning experiences and commitment from the school community, our scholars will grow and thrive in a positive supportive environment where all partners together are enthusiastic about the learning process.

# Vision

We believe that the goal for achieving the mission of our school is to develop high functioning Professional Learning Communities focused on student learning and growth. Working collaboratively as teams and seeking out researched based strategies, we will strive for continuous improvement in instruction and demonstrate a personal commitment to the academic success for each scholar.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Located in Plainview, College Hill earned a Met Standard rating for the 2015-2016 school year. College Hill serves students in pre-kindergarten through fifth grade, and a Functional Academics classroom. With an enrollment of 474 students (May 24, 2016), College Hill ethnic distribution is as follows: 78% Hispanic, 16% White, 2% Black, and less than one percent Asian, American Indian, or two or more races. The student population is 51% female and 49% male. 79% of the students are considered economically disadvantaged. 5% of our students are considered limited English proficient. 3% of the student population participates in the Gifted/Talented program. 3% of the students qualify for Dyslexia services. 7% of the student population qualifies for Special Education services. 2% of the student population is Migrant and 3% of the population is considered Homeless.

### Demographics Strengths

College Hill has a diverse student population. The students and teachers celebrate the different cultural traditions of our students. Students benefit from shared experiences and common values and expectations.

Strengths:

- daily average daily attendance – 95.34% (May 24, 2016)
- diverse student population
- students and teachers celebrate the different cultural traditions and benefit from shared experiences, common values, and expectations

## Student Achievement

### Student Achievement Summary

2016 STAAR 3 Reading test, % of students meeting satisfactory standard:

- 59% - all students
- 65% - African American students
- 57% - Hispanic students
- 70% - White students
- 57% - Economically disadvantaged students

2016 STAAR 4 Reading test, % of students meeting satisfactory standard:

- 73% - all students
- 70% - Hispanic students
- 89% - White students
- 71% - Economically disadvantaged students

2016 STAAR 5 Reading test, % of students meeting satisfactory standard:

- 83% - all students
- 100% - African American students
- 80% - Hispanic students
- 80% - White students
- 79% - Economically disadvantaged students

2016 STAAR 4 Writing test, % of students meeting satisfactory standard:

- 67% - all students
- 67% - Hispanic students
- 67% - White students
- 68% - Economically Disadvantaged students

2016 STAAR Science test, % of students meeting satisfactory standards:

- 60% - All students
- 0%- African American students
- 58% - Hispanic students
- 100% White students
- 54% - Economically Disadvantaged students

2016 STAAR 3rd math test, % of students meeting satisfactory standards:

- 57% - All students
- 50%%- African American students
- 55% - Hispanic students
- 73% White students
- 56% - Economically Disadvantaged students

2016 STAAR 4th Math test, % of students meeting satisfactory standards:

- 74% - All students
- 73% - Hispanic students
- 78% White students
- 74% - Economically Disadvantaged students

2016 STAAR 5th Math test, % of students meeting satisfactory standards:

- 94% - All students
- 100% African American
- 95% - Hispanic students
- 100% White students
- 95% - Economically Disadvantaged students

### **Student Achievement Strengths**

College Hill met all System Safeguards for state accountability.

Strengths:

daily intervention built into schedule 2 times a day

- active Professional Learning Communities
- use of student assessment software for data disaggregation
- use of data from curriculum based assessments to drive instruction
  - Common and Formative Assessments used to drive instruction

## School Culture and Climate

### School Culture and Climate Summary

College Hill has a positive school climate. We have good parental involvement and a supportive PTA. Parents feel welcome and comfortable communicating with staff and administration. Staff are friendly and focus on creating a culture of growth amongst themselves and students.

Strengths:

- aligned planning periods by grade level so teachers can plan each week
- PLC Meetings: each grade level meets as a Professional Learning Community as a time for teachers to collaborate during the school day
- structure of the PLC meetings have been clearly defined to increase the amount of time teachers are focusing on student instruction and design to produce higher levels of academic achievement
- Curriculum Based Assessments are given in each core area to all grade levels
- results from CBAs are compared and discussed during PLCs
- Positive Behavior Interventions and Supports (PBIS) has been initiated and staff have created school wide expectations
- students are taught the expectations at the beginning of the school year, they are also reinforced on announcements and throughout the year
- referrals have declined as a result of PBIS implementation
- Growth Mindset culture has been created at College Hill
- a common school theme is evident and visible throughout the building
- purchase of grade level walkie talkies has improved communication with the office
- call out system has been beneficial in providing communication with parents about important dates and reminders
- all staff are involved in the dismissal process
- each grade level is responsible for one READ N QUIZ party and students' success in RNQ is recognized each six weeks

### School Culture and Climate Strengths

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## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

All the staff at College Hill are highly qualified and committed to the academic growth of all students. The principal and assistant principal are new to these positions (6 months and one year experience respectively). The staff is diverse with multiple years of training and experience. Potential new hires are screened by the Curriculum and Instruction directors. Once screened, applicants can apply at campuses where there is a need for the applicant.

<b>Classroom Staff:</b>	
Pre K	1 teacher 1 aide
Kindergarten	3 teachers, 1 aide
1 <sup>st</sup> Grade	3 teachers, 1 aide
2 <sup>nd</sup> Grade	3 teachers (1 is a first year teacher)
3 <sup>rd</sup> Grade	3 teachers
4 <sup>th</sup> Grade	4 teachers
5 <sup>th</sup> Grade	3 teachers
Other Instructional Aides	3 aides
Instructional Coach	1 teacher
Dyslexia	1 teacher
Special Education	2 teachers, 5 aides
Behavior Class	1 teacher
<b>Specials:</b>	
Music	1 teacher (shared with La Mesa)
PE	1 teacher , 1 aide
Computer	1 aide
Library	1 aide
Speech	#####
Nurse	1 Nurse (shared with Highland)
<b>Administrative Staff/Office Staff:</b>	
Principal	
Assistant Principal	
Counselor	
Secretary	

### **Staff Quality, Recruitment, and Retention Strengths**

Successful strategies include:

- highly qualified staff dedicated to success of all staff and students
- meaningful professional development
- reimbursement for additional certifications
- ESL support in classrooms
- continued capacity building through mentoring programs, teacher leader academies, new teacher academy, and administrator academies
- instructional coaching

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

College Hill uses the TEKS Resource System. TRS is used in full implementation with curriculum based assessments (CBAs) being required in all core areas across the district. Lead 4ward is also used to look at data and help drive instruction.

The Developmental Reading Assessment (DRA) is given to all students three times a year to compare reading levels and measure reading level growth throughout the year.

- 40% of kindergartners read on grade level
- 61% of 1st graders read on grade level
- 56% of 2nd graders read on grade level
- 52% of 3rd graders read on grade level
- 68% of 4th graders read on grade level
- 70% of 5th graders read on grade level

Overall 62% of all students read on grade level.

College Hill meets as grade level teams and vertical teams to support academic planning and instruction.

### **Curriculum, Instruction, and Assessment Strengths**

Vertical teams meet to discuss implementation of common strategies and vocabulary in key reading and math areas.

- TEKS Resource System in all content areas
- Lead 4 Ward
- academic vocabulary as a focus in all subjects and classrooms
- increased monitoring of instruction
- maintaining strong remediation and RTI practices
- full implementation of PLCs

- balanced literacy

- Fundamental 5 implementation

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

College Hill acknowledges the vital role of parents and the community as important partners in the education and success of our students. The involvement of parents on campus is encouraged and facilitated by various opportunities. Support also extends to the business community. Each grade level has multiple opportunities for parents to participate in their child's education. Each grade level plans fieldtrips into the community to connect what is being taught in the classrooms to real life events and places.

### **Family and Community Involvement Strengths**

College Hill offers multiple opportunities for parent participation and involvement. Support also extends to the business community.

- communication through the College Hill website, Facebook page, school messenger, and Class Do Jo
- campus advisory council meetings to discuss campus plans
- school wide cookouts and dinners throughout the year
- family reading and math nights to help increase parent involvement in academics.
- STAAR parent nights to inform parents about testing in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades
- students and staff provided opportunities to participate in United Way, Relay for Life, and Salvation Army
- opportunities to volunteer at the Book fair, Field day, and other school wide events.
- Campus involvement with organizations such as Communities in Schools, Snack Pack for Kids, and Lions Club
- Happy State Bank sponsored College Hill Kid's Bank
- parents are encouraged to attend parent conferences in the fall semester
- PTA provides multiple opportunities for parental involvement such as Father Daughter Dance

## **School Context and Organization**

### **School Context and Organization Summary**

College Hill's campus improvement plan helps provide the support and structure for the decision making process. There is full implementation of Professional Learning Communities (PLCs) and elimination of randomization in all areas: curriculum and instruction, behavior policies, assessment, and administrative services. The campus handbook includes master schedules, duty rosters, schedules for student support services, and committees. Daily operation expectations are found in the handbook.

### **School Context and Organization Strengths**

Strengths:

- common planning time
- learning environments
- grade level symmetry and cohesiveness
- vertical alignment teams
- productive PLC's that focus on the 4 PLC questions
- PBIS

# Technology

## Technology Summary

Each classroom has access to wireless Internet and some way to visually display the teacher computer screen to students via TVs or projectors. Teachers have access to a document camera or other form of tablet to allow lessons via computer to anywhere in the room. College Hill has twenty three computers in the Academic Computer Lab. In addition to the ACL, College Hill has a technology lab. Each classroom has computers available for student use. Each grade level has iPads or laptops available for student use. (See attached Computer to Student Ratio)

Teachers use instructional software programs such as I Station, Think Through Math, Reading A-Z, RAZ Kids, and Mathletics as intervention and extensions to the curriculum.

CHTV runs on televisions in the classrooms. The "television station" is in the library. A staff member helps set up the PowerPoint, announcements, backdrop, and scripts. 5th grade students deliver the announcements each morning. CHTV is limited in its usefulness because the technology is dated and not compatible with the technology in the rest of the school.

College Hill is limited in the use of technology because of structural issues with the building. The use of technology in classrooms is limited because it does not consistently and effectively work. Some classrooms cannot use their television screens to display information from the teacher computer. Some teachers are still using display overheads because their computer will not work with projectors.

## Technology Strengths

Technology strengths:

- new teacher computers
- projectors in most classrooms
- Apple TV in every classroom
- training for new and existing programs
- iPads and laptops for students.
- computers available in classrooms for teacher and student use

# Comprehensive Needs Assessment Data Documentation

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



# Goals

**Goal 1: The percentage of 3rd, 4th, and 5th grade students at the Meets Grade Level Standard performance level on the STAAR Reading test will increase by 2% by May 2018.**

**(Baseline Data Source - Eduphoria - Grade 3 - 36%; Grade 4- 17%; Grade 5 - 31%)**

**Performance Objective 1:** The percentage of 3rd, 4th and 5th grade students at the Meets Grade Level Standard performance level on the STAAR Reading test will increase by 2% by May 2018.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>PBMAS</b> 1) Teachers will attend professional development to improve their instructional strategies to help all sub populations in reading.	Principal	Better understanding of reading readiness standards and instructional practices that enhance overall learning. Increase in overall scores on CBAs and benchmarks				
<b>PBMAS</b> 2) Teachers will attend campus and district reading PLCs and planning meetings.	Principal Assistant Principal	Improved overall reading instruction.				
<b>PBMAS</b> 3) Teachers will implement Jan Richardson's guided reading program to help struggling readers improve.	Principal	More students reading on grade level.				
<b>PBMAS</b> 4) Teachers will use DRA progress monitoring to identify students not showing growth in reading.	Principal	More students reading on grade level.				
<b>System Safeguard Strategy</b> 5) Teachers will meet with College Hill vertical reading committee a minimum of 4 times a year.	Principal	Improved overall reading instruction campus wide.				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						

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(Baseline Data Source - Eduphoria - Grade 3 - 36%; Grade 4- 17%; Grade 5 - 31%)

**Performance Objective 2:** -

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

**Goal 2: The percentage of 3rd, 4th, and 5th grade students at the Meets Grade Level Standard performance level on the STAAR Math test, will increase by 2% by May 2018. (Baseline Data Source - Eduphoria - Grade 3 - 43%; Grade 4- 26%; Grade 5 - 56%)**

**Performance Objective 1:** The percentage of 3rd, 4th and 5th grade students at the Meets Grade Level Standard performance level on the STAAR Math test, will increase by 2% by May 2018.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will attend professional development to improve their instructional strategies to help all sub populations in math.	Principal	Better understanding of math readiness standards and instructional practices that enhance overall learning. Increase in overall scores on CBAs and benchmarks				
2) Teachers will attend campus and district math PLCs and planning meetings.	Principal	Improved math instruction evidenced by higher math CBA and benchmark scores.				
3) Teachers will meet with College Hill vertical math committee a minimum of 4 times a year.	Principal	Improved overall math instruction campus wide.				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 3: The percentage of 5th grade students at the Meets Grade Level Standard on the STAAR Science test will increase from 21% to 23% by May 2018. (Data Source - Eduphoria)**

**Performance Objective 1:** The percentage of 5th grade students at the Meets Grade Level Standard on the STAAR Science test will increase from 21% to 23% by May 2018.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**



Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will attend professional development to improve their instructional strategies to help all sub populations in reading.	Principal	Better understanding of science readiness standards and instructional practices that enhance overall learning. Increase in overall scores on CBAs and benchmarks				
2) Teachers will attend campus and district science PLCs and planning meetings.	Principial Assistant Principal	Improved science instruction evidenced by higher math CBA and benchmark scores.				
3) Teachers will meet with College Hill vertical science committee a minimum of 4 times a year.	Principal	Improved overall science instruction campus wide.				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 4: System safeguards will be addressed in all areas.**

**Performance Objective 1:** System safeguards will be addressed in all areas.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> 1) College Hill will regularly monitor writing data in 4th grade during PLC.	Principal					
<b>System Safeguard Strategy</b> 2) 3rd, 4th, and 5th grade teachers will attend Empowering Writers training and implement at their grade level.						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	5	Teachers will meet with College Hill vertical reading committee a minimum of 4 times a year.
4	1	1	College Hill will regularly monitor writing data in 4th grade during PLC.
4	1	2	3rd, 4th, and 5th grade teachers will attend Empowering Writers training and implement at their grade level.

# State Compensatory

## Budget for College Hill Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199-11-6118-05-102-0-30-036	6118 Extra Duty Stipend - Locally Defined	\$6,000.00
211-11-6119-00-102-8-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$119,201.00
199-11-6129-00-102-0-30-000	6129 Salaries or Wages for Support Personnel	\$168,894.00
199-11-6141-00-102-0-30-000	6141 Social Security/Medicare	\$2,450.00
211-11-6141-00-102-8-30-000	6141 Social Security/Medicare	\$1,729.00
199-11-6142-00-102-0-30-000	6142 Group Health and Life Insurance	\$30,556.00
211-11-6142-00-102-8-30-000	6142 Group Health and Life Insurance	\$4,092.00
199-11-6144-00-102-0-30-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$13,174.00
199-11-6146-00-102-0-30-000	6146 Teacher Retirement/TRS Care	\$3,800.00
211-11-6146-00-102-8-30-000	6146 Teacher Retirement/TRS Care	\$11,679.00
199-11-6147-00-102-0-30-000	6148 Employee Benefits - Locally Defined	\$51.00
211-11-6147-00-102-8-30-000	6148 Employee Benefits - Locally Defined	\$12.00
<b>6100 Subtotal:</b>		<b>\$361,638.00</b>
<b>6200 Professional and Contracted Services</b>		
211-13-6239-00-102-8-30-000	6239 ESC Services	\$1,800.00
211-13-6291-00-102-8-30-000	6291 Consulting Services	\$1,500.00
<b>6200 Subtotal:</b>		<b>\$3,300.00</b>
<b>6300 Supplies and Services</b>		
211-61-6329-00-102-8-30-000	6329 Reading Materials	\$300.00
211-11-6399-00-102-8-30-000	6399 General Supplies	\$8,437.00

		<b>6300 Subtotal:</b>	<b>\$8,737.00</b>
<b>6400 Other Operating Costs</b>			
211-13-6411-00-102-8-30-000	6411 Employee Travel		\$7,266.00
211-23-6411-00-102-8-30-000	6411 Employee Travel		\$5,350.00
211-61-6499-00-102-8-30-000	6499 Miscellaneous Operating Costs		\$921.00
		<b>6400 Subtotal:</b>	<b>\$13,537.00</b>

**Personnel for College Hill Elementary School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adelita Southerland	Paraprofessional	SCE	.50
Boneva Hill	Paraprofessional	SCE	1.00
Guadalupe Perez	Paraprofessional	SCE	1.00
Herlinda Delgado	Paraprofessional	SCE	.50
Jennifer Webb	Paraprofessional	SCE	1.00
Mitzi Clark	Paraprofessional	SCE	.50
Rebecca Gallardo	Paraprofessional	SCE	1.00
Sarah Jackson	Paraprofessional	SCE	1.00
Venus Hernandez	Paraprofessional	SCE	1.00



## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dawn Mustian	Teacher/Dyslexia	Title I	1.00
Sheila Alexander	Teacher	Title I	1.00