

Plainview Independent School District
College Hill Elementary School
2018-2019 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

College Hill serves students pre-kindergarten through fifth grade.

Current enrollment 380

- Male 191 50%
- Female 189 50%

Ethnic Distribution:

- Hispanic 286 75%
- White 67 18%
- Black 18 5%
- Asian 2 .5%
- Native American 2 .5%
- Other 5 1%

Economic Disadvantage 257 68%

- Hispanic 203 79%
- White 33 13%
- Black 19 7%
- Asian 0
- Native American 2 1%
- Other 0

English Language Learner 6 2%

Gifted and Talented 12% 3%

Special Education 24 6%

Dyslexia/504 14 4%

Migrant 2 .5%

Homeless

Demographics Strengths

Strengths:

- Daily average daily attendance – 95.70% (2017-2018)
- 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

College Hill received a C rating on the 2017-2018 Accountability System

2018 STAAR 3 Reading test, % of students meeting academic readiness standards:

- All students 77% approaches, 26% meets, 12% masters
- Hispanic students 80% approaches, 26% meets, 14% masters
- African American students NA
- White students 77% approaches, 31% meets, 8% masters
- Economically disadvantaged students 78% approaches, 24% meets, 12% masters

2018 STAAR 3rd Math test, % of students meeting academic readiness standards:

- All students 85% approaches, 40% meets, 11% masters
- Hispanic students 86% approaches, 40% meets, 8% masters
- African American students NA
- White students 85% approaches, 46% meets, 23% masters
- Economically Disadvantaged students 82% approaches, 38% meets, 8% masters

2018 STAAR 4 Reading test, % of students meeting academic readiness standards:

- All students 66% approaches, 41% meets, 12% masters
- Hispanic students 67% approaches, 38% meets, 9% masters
- African American students NA
- White students 88% approaches, 63% meets, 38% masters
- Economically disadvantaged students 61% approaches, 30% meets, 11% masters

2018 STAAR 4th Math test, % of students meeting academic readiness standards:

- All students 61% approaches, 27% meets, 12% masters
- Hispanic students 56% approaches, 16% meets, 4% masters
- African American students NA
- White students 100% approaches, 88% meets, 50% masters
- Economically Disadvantaged students 57% approaches, 22% meets, 4% masters

2018 STAAR 4 Writing test, % of students meeting academic readiness standards:

- All students 64% approaches, 31% meets, 7% masters
- Hispanic students 57% approaches, 23% meets, 7% masters
- African American students NA
- White students 100% approaches, 88% meets, 13% masters
- Economically Disadvantaged students 59% approaches, 24% meets, 7% masters

2018 STAAR 5 Reading test, % of students meeting academic readiness standards:

- All students 70% approaches 34% meets, 9% masters
- Hispanic students 66% approaches, 28% meets, 6% masters
- African American students NA
- White students 100 % approaches, 67% meets, 33 masters
- Economically disadvantaged students 65% approaches, 29% meets, 5% masters

2018 STAAR 5th Math test, % of students meeting academic readiness standards:

- All students 86% approaches, 47% meets, 14% masters
- Hispanic students 84% approaches, 46% meets, 12% masters
- African American students NA
- White students students 100% approaches, 44% meets, 33% masters
- Economically Disadvantaged students 87% approaches, 46% meets, 11% masters

2018 STAAR 5th Grade Science test, % of students meeting academic readiness standards:

- All students 64% approaches, 20% meets, 12% masters
- Hispanic students 60% approaches, 16% meets, 10% masters
- African American students NA
- White students 89% approaches, 56% meets, 33% masters
- Economically Disadvantaged students 59% approaches, 15% meets, 9% masters

Areas of concern based on 2017-2018 STAAR and Campus Improvement Plan goals (not met):

- 3rd grade reading and math
- 4th grade math
- 5th grade math and science

Areas for growth:

- 3rd grade reading and math
- 4th grade reading, math, and writing
- 5th grade reading, math, and science

Focus on the following:

- High Leverage TEKS
- Professional development
- Continue with campus vertical team meetings and PLCs
- Continue district planning meetings and PLCs

Grade Level DRA-Reading On Grade Level 2017-2018

Kindergarten 57%

1st Grade 37%

2nd Grade 51%

3rd Grade 69%

4th Grade 80%

5th Grade 72%

Overall 61% reading on grade level

Student Achievement Strengths

Strengths:

- Paraprofessionals scheduled in each classrooms twice a day
- Active Professional Learning Communities
- Use of student assessment software, Eduphoria, 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 PTO. Parents feel welcome and comfortable communicating with staff and administration. Staff are friendly and focus on creating a culture of growth among themselves and students.

STRENGTHS:

- No Excuses University mindset
- Energy Bus book study
- Family reading and math nights
- All day parent-teacher conferences
- Murals painted on walls with positive words
- 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 in grades 2-5
- 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
- Growth Mindset culture has been created at College Hill
- A common school theme is evident and visible throughout the building
- Each classroom has a telephone which 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
- READ N QUIZ parties are held to celebrate student success and increase reading engagement

Students feel welcomed and safe. They want to come to school. Teachers like the positive changes and that systems are in place and being used.

Character Pillars - pillars are helping students to understand a community atmosphere. Morning meetings are allowing students to use their voices.

AREAS TO GROW

- More ELL enrichment
- Ways to utilize portable for reading opportunity
- Parent involvement center
- Continued work on ALL students following the expectations

School Culture and Climate Strengths

Progress on No Excuses University systems, have greatly enhance the school culture at College Hill.

- Murals
- Character pillar banners
- College university classroom signs at the end of each hallway

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 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.

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

Staff Demographics:

- 2 Males
- 41 Females

Ethnicity:

- White 28
- Hispanic 14
- Black 1
- Asian 0
- Native Indian 0
- Other 0

Certified Teacher Degrees and Experience:

- Bachelors 16
- Masters 9
- District Of Innovation 2

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

- Highly qualified staff dedicated to success of all staff and students
- Meaningful professional development
- 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 Assessment Measures:

- College Hill uses the TEKS Resource System and Lead 4Ward to design and implement engaging high yield lessons. Eduphoria is used to disaggregate assessments so teachers can PLC and use data to drive instruction.
- The Brigance test is administered to Pre Kindergarten students at the beginning and end of the year.
- Curriculum based assessments (CBAs) being required in all core areas across the district.
- The Alphabetic Principals Screening test is administered in Kindergarten in September and November.
- The Developmental Reading Assessment (DRA) is given to 1st - 5th grade students three times a year to compare reading levels and measure reading level growth. DRA is administered to Kindergarten at the middle and end of the year.
- Curriculum Based Assessments (CBAs), are required in all core areas across the district in grades 2-5.
- Benchmarks are administered in 1st-5th grades.
- The STAAR test is administered in grades 3rd-5th grades.

Areas of Continued Growth:

- Guided reading
- Progress monitoring in reading
- Vertical alignment meetings in ELAR, math, and science
- Implementation of instructional strategies in all content areas
- District PLCs and planning for lower grade levels
- Identification of High Leverage TEKS for each unit of study
- Math fluency and number sense

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

College Hill participates in District Wide PLCs, Kindergarten through 5th grade.

College Hill participates in campus PLCs, Pre Kindergarten through 5th grade.

Curriculum, Instruction, and Assessment Strengths

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

Parent and Community Engagement

Parent and Community Engagement 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 field trips into the community to connect what is being taught in the classrooms to real life events and places.

- Family math, reading, and science nights
- Classroom events and parties Pre Kindergarten through 5th grade
- Awards assemblies 2nd, 4th, and 6th six weeks
- Kindergarten and 3rd grade parent orientations
- Parent conferences
- Community involvement at Back to School Night

Areas for growth:

- More innovative ways to involve parents and community
- Invite colleges and universities to visit our campus
- Invite parents to greet on Fridays with grade level teachers
- Involve parents in the No Excuses University philosophy
- Mini job fair

Parent and Community Engagement Strengths

Strengths:

- 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 3rd, 4th, and 5th 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 Snack Pack for Kids,
- Happy State Bank sponsored College Hill Kid's Bank
- Parents are encouraged to attend parent conferences in the fall semester
- PTO provides multiple opportunities for parental involvement such as Father Daughter Dance and Mother Son Movie Night

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
- Positive learning environments
- Grade level symmetry and cohesiveness
- Vertical alignment teams in ELAR, math, and science
- 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. Each classroom has computers available for student use. Each grade level has iPads or laptops available for student use.

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

CHTV announcements operates through the 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.

Areas for growth:

- Increase math and reading skills through programs and technology
- More program options with funding to purchase
- Parent access and communication for parents through technology
- Continuous updating of worn out technology
- Increase student to technology ratio
- Increase use of technology in lesson planning
- Increase science programs available

Technology Strengths

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

Revised/Approved: August 27, 2018

Goal 1: The percentage of 3rd grade students at the Meets Grade Level performance standard on 3rd Grade STAAR Reading test will increase by 2% by May 2019.






(Baseline Data Source - Eduphoria 2017-2018 - Grade 3 Meets Level - 26%)







Performance Objective 1: The percentage of 3rd grade students at the Meets Grade Level performance standard on 3rd Grade STAAR Reading test will increase by 2% by May 2019.

(Baseline Data Source - Eduphoria 2017-2018 - Grade 3 Meets Level - 26%)

Evaluation Data Source(s) 1: 2018-2019 STAAR Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Teachers will attend professional development and implement strategies that enhance reading instruction. Training will improve reading performance for all student populations.</p>	2.4, 2.5, 2.6	Principal Assistant Principal	Better understanding of reading readiness standards and instructional practices that enhance overall learning. Increase in overall scores on DRA, CBA, Benchmarks, and STAAR.				
<p>Critical Success Factors CSF 2</p> <p>2) Teachers will attend and participate in campus/ district PLCs and district planning meetings. Teachers will follow the district plans.</p>	2.4, 2.5, 2.6	Principal Assistant Principal	In depth lesson planning and implementation as a result of district and campus PLCs.				
<p>Critical Success Factors CSF 1</p> <p>3) Teachers will implement Jan Richardson's guided reading program with fidelity to help struggling readers improve.</p>	2.4, 2.5, 2.6	Principal	Increased end of year DRA and STAAR scores.				

<p>Critical Success Factors CSF 2</p> <p>4) Teachers will progress monitor to identify students not showing growth. The implementation plan will be created and discussed at campus PLCs.</p>	2.4, 2.5, 2.6	Principal Assistant Principal	Improved RTI processes for struggling learners.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>5) Reading vertical team meetings will be held 3 times a year. Teachers will implement practices that will improve planning and instruction.</p>	2.4, 2.5, 2.6	Principal Assistant Principal	Improved planning and implementation of best practices in reading.				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 2: The percentage of 3rd grade students at the Meets Grade Level performance standard on 3rd Grade STAAR Math test will increase by 2% by May 2019.





(Baseline Data Source - Eduphoria -2017-2018 -Grade 3 Meets Level -40%)

Performance Objective 1: The percentage of 3rd grade students at the Meets Grade Level performance standard on 3rd Grade STAAR Math test will increase by 2% by May 2019.

(Baseline Data Source - Eduphoria -2017-2018 -Grade 3 Meets Level -40%)

Evaluation Data Source(s) 1: 2018-2019 STAAR Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Teachers will attend professional development and implement strategies that enhance math instruction. Training will improve math performance for all student populations.</p>	2.4, 2.5, 2.6	Principal Assistant Principal	Better understanding of math readiness standards and instructional practices that enhance overall learning. Increase in overall scores on CBAs , benchmarks, and STAAR.				
<p>Critical Success Factors CSF 2</p> <p>2) Teachers will attend and participate in campus / district PLCs and district planning meetings. Teachers will follow the district plan.</p>	2.4, 2.5, 2.6	Principal Assistant Principal	In depth lesson planning and implementation as a result of district and campus PLCs.				
<p>Critical Success Factors CSF 2</p> <p>3) Teachers will progress monitor and identify students not showing growth. An implementation plan will be created and discussed at campus PLCs.</p>	2.4, 2.5, 2.6	Principal Assistant Principal	Improved RTI processes for struggling learners.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>4) Math vertical team meetings will be held 3 times a year. Teacher will implement practices that will improve planning and instruction.</p>	2.4, 2.5, 2.6	Principal Assistant Principal	Improved planning and implementation of best practices in math.				






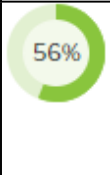




**Goal 3: The percentage of 4th grade students at the Meets Grade Level performance standard on 4th Grade STAAR Reading test will increase by 2% by May 2019.
(Baseline Data Source-Eduphoria 2017-2018 -Grade 4 Meets Level 41%)**

Performance Objective 1: The percentage of 4th grade students at the Meets Grade Level performance standard on 4th Grade STAAR Reading test will increase by 2% by May 2019.
(Baseline Data Source-Eduphoria 2017-2018 -Grade 4 Meets Level 41%)

Evaluation Data Source(s) 1: 2018-2019 STAAR Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Teachers will attend reading professional development and implement strategies that enhance reading instruction. Training will improve overall reading performance for all student populations.</p>	2.4, 2.5, 2.6	Principal Assistant Principal	Better understanding of reading readiness standards and instructional practices that enhance overall learning. Increase in overall scores on DRA, CBA, Benchmarks, and STAAR.				
<p>Critical Success Factors CSF 2</p> <p>2) Teachers will attend and participate in campus /district PLCs, and district planning meetings. Teachers will follow the district plans.</p>	2.4, 2.5, 2.6	Principal Assistant Principal	In depth lesson planning and implementation as a result of district and campus PLCs.				
<p>Critical Success Factors CSF 1</p> <p>3) Teachers will implement Jan Richardson's guided reading plan with fidelity to help struggling readers improve.</p>	2.4, 2.5, 2.6	Principal Assistant Principal	Increased end of year DRA and STAAR scores.				
<p>Critical Success Factors CSF 2</p> <p>4) Teachers will progress monitor and identify students not showing growth on reading CBA's. An implementation plan will be created and discussed at PLCs.</p>	2.4, 2.5, 2.6	Principal Assistant Principal	Improved RTI processes for struggling learners.				

<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>5) Reading vertical team meetings will be held 3 times a year. Teachers will implement practices that will improve planning and instruction.</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal Assistant Principal</p>	<p>Improved planning and implementation of best practices in reading.</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 4: The percentage of 4th grade students at the Meets Grade Level performance standard level on 4th Grade STAAR Math test will increase by 2% by May 2019.

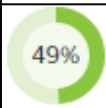



(Baseline Data Source - Eduphoria -2017-2018 -Grade 4 Meets Level 27%)

Performance Objective 1: The percentage of 4th grade students at the Meets Grade Level performance standard level on 4th Grade STAAR Math test will increase by 2% by May 2019.

(Baseline Data Source - Eduphoria -2017-2018 -Grade 4 Meets Level 27%)

Evaluation Data Source(s) 1: 2018-2019 STAAR Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Teachers will attend professional development and implement strategies that enhance math instruction. Training will improve math performance for all student populations.</p>	2.4, 2.5, 2.6	Principal Assistant Principal					
<p>Critical Success Factors CSF 2</p> <p>2) Teachers will attend and participate in campus/district PLCs and planning meetings. Teachers will follow the district plan.</p>	2.4, 2.5, 2.6	Principal Assistant Principal	In depth lesson planning and implementation as a result of district and campus PLCs.				
<p>Critical Success Factors CSF 1</p> <p>3) Teachers will progress monitor and identify students not showing growth on math CBA's. An implementation plan will be created and discussed at PLC.</p>	2.4, 2.5, 2.6	Principal Assistant Principal	Improved RTI process for struggling learners.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>4) Math vertical team meetings will be held 3 times a year. The teacher will implement practices that will improve planning and instruction.</p>	2.4, 2.5, 2.6	Principal Assistant Principal	Improved planning and implementation of best practices in math.				




 = Accomplished  = Continue/Modify  = No Progress  = Discontinue






**Goal 5: The percentage of 5th grade students at the Meets Grade Level performance standard level on 5th Grade STAAR Reading test will increase by 2% by May 2019.
(Baseline Data Source-Eduphoria 2017-2018 -Grade 5 Meets Level 34%)**

Performance Objective 1: The percentage of 5th grade students at the Meets Grade Level performance standard level on 5th Grade STAAR Reading test will increase by 2% by May 2019.
(Baseline Data Source-Eduphoria 2017-2018 -Grade 5 Meets Level 34%)

Evaluation Data Source(s) 1: 2018-2019 STAAR

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Teachers will attend reading professional development and implement strategies that enhance reading instruction. Training will improve overall reading performance for all student populations.</p>	2.4, 2.5, 2.6	Principal Assistant Principal	Better understanding of reading readiness standards and instructional practices that enhance overall learning. Increase in overall scores on DRA, CBA, Benchmarks, and STAAR.				
<p>Critical Success Factors CSF 2</p> <p>2) Teachers will attend and participate in campus/district PLCs and district planning meetings. Teachers will follow the district plans.</p>	2.4, 2.5, 2.6	Principal Assistant Principal	In depth lesson planning and implementation as a result of district and campus PLCs.				
<p>Critical Success Factors CSF 1</p> <p>3) Teachers will implement Jan Richardson's guided reading plan with fidelity to help struggling readers improve.</p>	2.4, 2.5, 2.6	Principal Assistant Principal	Increased end of year DRA and STAAR scores.				
<p>Critical Success Factors CSF 2</p> <p>4) Teachers will progress monitor and identify students not showing growth on reading CBA's and DRA. An implementation plan will be made and discussed at campus PLCs.</p>	2.4, 2.5, 2.6	Principal Assistant Principal	Improved RTI processes for struggling learners.				

<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>5) Reading vertical team meetings will be held 3 times a year. Teachers will implement practices that will improve planning and instruction.</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal Assistant Principal</p>	<p>Improved planning and implementation of best practices in reading.</p>				
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Goal 6: The percentage of 5th grade students at the Meets Grade Level performance standard level on 5th Grade STAAR Math test, will increase by 2% by May 2019.





(Baseline Data Source - Eduphoria -2017-2018 -Grade 5 Meets Level 47%)

Performance Objective 1: The percentage of 5th grade students at the Meets Grade Level performance standard level on 5th Grade STAAR Math test, will increase by 2% by May 2019.

(Baseline Data Source - Eduphoria -2017-2018 -Grade 5 Meets Level 47%)

Evaluation Data Source(s) 1: 2018-2019 STAAR data

Summative Evaluation 1:

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<p>Critical Success Factors CSF 1</p> <p>1) Teachers will attend professional development and implement strategies that enhance math instruction. Training will improve math performance for all student populations.</p>	2.4, 2.5, 2.6	Principal Assistant Principal	Better understanding of math readiness standards and instructional practices that enhance overall learning. Increase in overall scores on CBAs, benchmarks, and STAAR.				
<p>Critical Success Factors CSF 2</p> <p>2) Teachers will attend and participate in campus/district PLCs and district planning meetings. Teachers will follow the district plan.</p>	2.4, 2.5, 2.6	Principal Assistant Principal	In depth lesson planning and implementation as a result of district and campus PLCs.				
<p>Critical Success Factors CSF 2</p> <p>3) Teachers will progress monitor and identify students not showing growth on math CBA's. An implementation plan will be made and discussed at campus PLCs.</p>	2.4, 2.5, 2.6	Principal Assistant Principal	Improved RTI processes for struggling learners.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>4) Math vertical team meetings will be held 3 times a year. The teacher will implement practices that will improve planning and instruction.</p>	2.4, 2.5, 2.6	Principal Assistant Principal	Improved planning and implementation of best practices in math.				

 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

Goal 7: The percentage of students reading on grade level will increase 2% for each grade level Kindergarten through 2nd grade by May 2019.

(Data Source-Eduphoria (DRA- EOY) 2017 2018 Kindergarten 57%, 1st Grade 37 %, 2nd Grade 51%.)

Performance Objective 1: The percentage of students reading on grade level will increase 2% for each grade level Kindergarten through 2nd grade by May 2019.

(Data Source-Eduphoria (DRA EOY) 2017-2018 Kindergarten 57%, 1st Grade 37 %, 2nd Grade 51%,

Evaluation Data Source(s) 1: Euphoria end of year DRA data.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Teachers will attend reading professional development and implement strategies that enhance reading instruction. Training will improve overall reading performance for all student populations.</p>	2.4, 2.5, 2.6	Principal Assistant Principal	Better understanding and implementation of reading strategies and interventions for struggling readers. Improved DRA scores.				
<p>Critical Success Factors CSF 1</p> <p>2) Teachers will implement Jan Richardson's guided reading plan with fidelity to help struggling readers improve.</p>	2.4, 2.5, 2.6	Principal Assistant Principal	Better understanding and implementation of reading strategies and interventions for struggling readers. Improved DRA scores.				
<p>Critical Success Factors CSF 2</p> <p>3) Teachers will progress monitor and identify students not showing growth on DRA . An implementation plan will be made and discussed at campus PLCs.</p>	2.4, 2.5, 2.6	Principal Assistant Principal	Improved RTI processes for struggling learners.				
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

**Goal 8: Family academic communication will increase by two activities by the end of 2018-2019 school year.
(Data source - Title One Activities)**

Performance Objective 1: Family academic communication will increase by two events during the 2018-2019 school year.

Evaluation Data Source(s) 1: Title I Activities

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Teachers will communicate with parents whose student(s) are failing after every progress period.	3.1, 3.2	Principal Assistant Principal	Strengthened parental relationships and increase academic performance for struggling learners.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

State Compensatory

Budget for College Hill Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6117-05-102-0-30-036	6117 Career Ladder - Locally Defined	\$6,000.00
199-11-6118-05-102-0-30-036	6118 Extra Duty Stipend - Locally Defined	\$6,000.00
211-11-6119-00-102-9-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$121,601.00
199-11-6122-05-102-0-30-036	6122 Salaries or Wages for Substitute Support Personnel	\$3,650.00
199-11-6129-00-102-0-34-000	6129 Salaries or Wages for Support Personnel	\$27,335.00
199-11-6129-05-102-0-30-000	6129 Salaries or Wages for Support Personnel	\$145,263.00
199-12-6129-00-102-0-30-000	6129 Salaries or Wages for Support Personnel	\$25,105.00
199-11-6141-00-102-0-30-000	6141 Social Security/Medicare	\$1,511.00
199-11-6141-00-102-0-34-000	6141 Social Security/Medicare	\$352.56
199-12-6141-00-102-0-30-000	6141 Social Security/Medicare	\$364.00
211-11-6141-00-102-9-30-000	6141 Social Security/Medicare	\$1,763.00
199-11-6142-00-102-0-30-000	6142 Group Health and Life Insurance	\$10,230.00
199-11-6142-00-102-0-34-000	6142 Group Health and Life Insurance	\$4,092.00
199-12-6142-00-102-0-30-000	6142 Group Health and Life Insurance	\$4,092.00
211-11-6142-00-102-9-30-000	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	\$8,390.00
199-11-6144-00-102-0-34-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,200.44
199-12-6144-00-102-0-30-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,021.00
199-11-6146-00-102-0-30-000	6146 Teacher Retirement/TRS Care	\$2,346.00
199-11-6146-00-102-0-34-000	6146 Teacher Retirement/TRS Care	\$615.00
199-12-6146-00-102-0-30-000	6146 Teacher Retirement/TRS Care	\$565.00

211-11-6146-00-102-9-30-000	6146 Teacher Retirement/TRS Care	\$12,189.00
199-11-6147-00-102-0-30-000	6148 Employee Benefits - Locally Defined	\$30.00
199-11-6147-00-102-34-000	6148 Employee Benefits - Locally Defined	\$5.76
199-12-6147-00-102-0-30-000	6148 Employee Benefits - Locally Defined	\$6.00
211-11-6147-00-102-9-30-000	6148 Employee Benefits - Locally Defined	\$12.00
6100 Subtotal:		\$389,830.76
6200 Professional and Contracted Services		
211-13-6239-00-102-9-30-000	6239 ESC Services	\$1,476.00
211-23-6239-00-102-9-30-999	6239 ESC Services	\$1,200.00
211-13-6291-00-102-9-30-000	6291 Consulting Services	\$2,000.00
6200 Subtotal:		\$4,676.00
6300 Supplies and Services		
211-13-6329-00-102-9-30-999	6329 Reading Materials	\$420.00
211-61-6329-00-102-9-30-000	6329 Reading Materials	\$250.00
199-11-6399-16-102-0-24-004	6399 General Supplies	\$650.00
211-11-6399-00-102-9-30-000	6399 General Supplies	\$1,700.00
211-11-6399-00-102-9-30-066	6399 General Supplies	\$10,617.00
211-11-6399-00-102-9-30-999	6399 General Supplies	\$700.00
6300 Subtotal:		\$14,337.00
6400 Other Operating Costs		
211-13-6411-00-102-9-30-000	6411 Employee Travel	\$3,600.00
211-23-6411-00-102-9-30-000	6411 Employee Travel	\$2,535.00
211-61-6499-00-102-9-30-000	6499 Miscellaneous Operating Costs	\$1,000.00
6400 Subtotal:		\$7,135.00

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 Schoolwide Element 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