

College Hill Elementary



ESSA School Improvement Plan

ESSA Area - Achievement

Goal Statement: The CHE African American subpopulation in grades 4 and 5 will show a 15% increase in math achievement by May 2019 as evidenced by the number of ready and exceeding students.

MEASURABLE ACTIONS	TIMELINE	PERSON(S) RESPONSIBLE	EVIDENCE	RESEARCH
<p>1. Identify student strengths/weaknesses by reviewing STAR, ACT Aspire, and TFA data for SY 2016-2017 and 2017-2018.</p> <p>2. Increase progress monitoring by use of STAR assessment quarterly.</p> <p>3. Students will review, track, and evaluate their progress by use of assessment data on a weekly basis.</p> <p>4. Students showing improvement on STAR Math assessments will receive a low cost/no cost incentive such as an extra recess, a popcorn party, an ice cream treat, and/or lunch with the principal each quarter.</p> <p>5. Parents will be contacted quarterly by phone or written communication regarding the STAR Math assessment results.</p>	<p>1. September 1, 2018</p> <p>2. August 2018 - May 2019</p> <p>3. August 2018 - May 2019</p> <p>4. August 2018 - May 2019</p> <p>5. August 2018 - May 2019</p>	<p>1. Marissa Escobar</p> <p>2. Marissa Escobar</p> <p>3. Marissa Escobar</p> <p>4. Carol Miller</p> <p>5. Marissa Escobar</p>	<p>1. Document and communicate skill weaknesses to K-5 teachers for use in planning.</p> <p>2. Data from assessments will be reviewed by teachers in weekly CIA meetings and noted on agendas.</p> <p>3. Student leadership notebooks, TLIM.</p> <p>4. Parent notes regarding event, school calendar listing, and social media posts.</p> <p>5. Phone log, parent signature on note/letter</p>	<p>http://doc.renlearn.com/KMNet/R001480701GCFBB9.pdf</p> <p>http://doc.renlearn.com/KMNet/R00552482161352C.pdf</p>



ESSA Area - Growth

Goal Statement: At least 30 percent of the CHE special education subpopulation in grades 3-5 will meet their growth expectations in ELA by May 2019 as evidenced by state assessment data.

MEASURABLE ACTIONS	TIMELINE	PERSON(S) RESPONSIBLE	EVIDENCE	RESEARCH
<p>1. Identify student strengths/weaknesses by reviewing STAR, ACT Aspire, and TFA data for SY 2016-2017 and 2017-2018.</p> <p>2. Increase progress monitoring by use of STAR assessment quarterly.</p> <p>3. Students will review, track, and evaluate their progress by use of assessment data on a weekly basis.</p> <p>4. Students showing improvement on STAR Reading assessments will receive a low cost/no cost incentive such as an extra recess, a popcorn party, an ice cream treat, and/or lunch with the principal each quarter.</p> <p>5. Parents will be contacted quarterly by phone or written communication regarding the STAR Reading assessment results.</p>	<p>1. September 1, 2018</p> <p>2. August 2018 - May 2019</p> <p>3. August 2018 - May 2019</p> <p>4. August 2018 - May 2019</p> <p>5. August 2018 - May 2019</p>	<p>1. Marissa Escobar</p> <p>2. Marissa Escobar</p> <p>3. Marissa Escobar</p> <p>4. Carol Miller</p> <p>5. Marissa Escobar</p>	<p>1. Document and communicate skill weaknesses to K-5 teachers for use in planning.</p> <p>2. Data from assessments will be reviewed by teachers in weekly CIA meetings and noted on agendas.</p> <p>3. Student leadership notebooks, LIM.</p> <p>4. Parent notes regarding event, school calendar listing, and social media posts.</p> <p>5. Phone log, parent signature on note/letter with information.</p>	<p>http://doc.renlearn.com/KMNet/R001480701GCFBB9.pdf</p> <p>http://doc.renlearn.com/KMNet/R0053985FA6D567F.pdf</p>



ESSA Area - School Quality

Goal Statement: College Hill Elementary will reduce the number of Category II discipline referrals by 10% through implementation of the Positive Behavior Interventions and Support model.

MEASURABLE ACTIONS	TIMELINE	PERSON(S) RESPONSIBLE	EVIDENCE	RESEARCH
<p>1. CHE staff will be trained in the PBIS model prior to school starting.</p> <p>2. We will introduce PBIS to parents during Meet the Teacher Night.</p> <p>3. We will hold a PBIS “kick-off” during the first week of school to introduce PBIS to the students.</p> <p>4. CHE staff will implement the PBIS model in classrooms, hallways, and common areas with fidelity.</p>	<p>1. August 2018</p> <p>2. August 2018</p> <p>3. August 2018</p> <p>4. August 2018-May 2019</p>	<p>1. Carol Miller</p> <p>2. Kim Brown</p> <p>3. Kim Brown</p> <p>4. Carol Miller</p>	<p>1. Sign in sheets, certificates, and agendas from training sessions.</p> <p>2. Sign in sheets and parent informational newsletter/handout.</p> <p>3. Agenda, photographs, and video documentation.</p> <p>4. Documentation from classroom walkthroughs, data from discipline referrals, and feedback from staff and parents via surveys.</p>	<p>https://www.pbis.org/research</p>



College Hill Elementary ESSA School Improvement Plan

Goal Statement: College Hill Elementary will fully implement Gold Standard PBL practices and teachers will create and facilitate one project per semester.

MEASURABLE ACTIONS	TIMELINE	PERSON(S) RESPONSIBLE	EVIDENCE	RESEARCH
<p>1. All teaching staff trained in PBL 101.</p> <p>2. 2 days of PBL Project planning for all teachers</p> <p>3. Monthly PBL input survey/needs assessment</p> <p>4. Each grade level will present their product to an appropriate public audience in both the first and second semester at the conclusion of their PBL Unit.</p>	<p>1. May-August 2018</p> <p>2. August 2018</p> <p>3. August 2018-May 2019, monthly</p> <p>4. November 2018-May 20</p>	<p>1. Carol Miller</p> <p>2. Kim Brown</p> <p>3. Kim Brown</p> <p>4. Carol Miller</p>	<p>1. Sign in sheets, certificates</p> <p>2. Sign in sheets, agendas, schoolwide monthly project planning documentation</p> <p>3. Survey results (Google surveys)</p> <p>4. Presentation invitations to public audience, programs, photographs, sign-in sheets</p>	<p>http://www.bie.org/about/why_pbl</p>

