

Pflugerville Independent School District

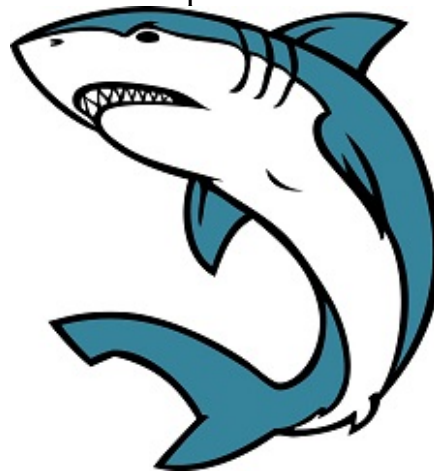
Spring Hill Elementary School

2018-2019 Spring Hill Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Top 25 Percent: Comparative Academic Growth



Board Approval Date: October 18, 2018

Public Presentation Date: September 26, 2018

Mission Statement

Spring Hill will be a nurturing diverse community that promotes a growth mindset that empowers learners to discover the best version of themselves.

Vision

Spring Hill Elementary School learners will be motivated to reach their full academic, social, and emotional potential through a community of joyful learning built on trust, collaboration, and respect.

Value Statement

- A growth mindset is important to longterm student success.
- A quality education provides opportunities in life and career for students.
- All students deserve a positive place to learn.
- We educate students for academic achievement and social-emotional success.
- Parents want the best for their children.
- Communication with parents fosters positive relationships and student success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Spring Hill is a campus of 600 students with 54.4% of students being economically disadvantaged. 53.3% of our parents speak a language other than English with a majority speaking Spanish. The campus has gone through demographic changes over the years with the greatest increases in the English Language Learner population as well as the the Hispanic population. The campus offers a Dual Language program for those qualifying, and provides the Dual Language program for students from surrounding campuses that do not offer Dual language services. Volunteerism at the campus is at a low, but parent participation in events has increased over the last school year. There is a core group of parents involved in Parent Teacher Organization.

	Campus Percentage
African American	8.7%
Hispanic	70.9%
White	13.9%
American Indian	0.0%
Asian	4.4%
Pacific Islander	0.0%
Two or More Races	2.2%
Economically Disadvantaged	54.4%
English Language Learner	53.3%

	Campus Percentage
Bilingual/ESL Education	52.0%
English Language Learners (ELLs)	53.3%
Gifted & Talented Education	2.8%
Special Education	10.4%
Economically Disadvantaged	55.4%

Non-Economically Disadvantaged	45.6%
At-Risk	80%
Students with Disciplinary Placements (2017-18)	0.5%

Students with Discipline Referrals

Discipline Referrals resulting in In School Suspension

Demographics Strengths

Spring Hill has built partnerships with Girlstart and has roughly 25 girls participating in weekly STEM activities provided by University of Texas student volunteers. Students engage in a variety of activities and projects exposing them to science, technology, engineering, and math content and careers. This partnership addresses a societal need to have more women and minorities seeking careers in STEM fields.

Our Parent Teacher Organization has successfully raised money to give to teachers and students throughout the year. The PTO is a source of community engagement holding festivals, providing Movie Nights, organizing Spirit Nights at local restaurants. PTO is working with the campus to provide food and volunteers at Family Engagement nights such as Family Art Night, Literacy Night, Math and Science Night, as well as our Multicultural Events.

Additionally, Spring Hill has an ongoing partnership with the Heatherwilde Assisted Living Center located across the street from the campus. We have partnered to have an annual 2nd grade caroling visit during the holidays.

An Annual Community Walk is held in August to visit homes of students and welcome parents to the campus. The first contact most parents have with the campus is teachers and staff visiting them at their home, and inviting them to participate at Spring Hill. We find that this approach makes a parent and child feel welcomed and less intimidated about coming to an unfamiliar campus setting.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Parent participation in after school events is low and there is a need to increase participation in academic events such as Literacy Night, Science Night, and Math Night to build the home-school connection. **Root Cause:** Parents in the community need outreach from the campus to build relationships and trust and increase participation in campus events and their child's education.

Student Academic Achievement

Student Academic Achievement Summary

Kinder-2nd Grade Performance

STAAR 360	Kinder BOY	Kinder EOY	1st BOY	1st EOY	2nd BOY	2nd EOY
% At or Above Benchmark	36	60	43	67	33	70
% On Watch	23	12	16	5	16	17
% Intervention	28	20	19	14	26	9
% Urgent Intervention	13	8	22	14	25	4

Tejas LEE	Kinder BOY	Kinder EOY	1st BOY	1st EOY	2nd BOY	2nd EOY
% Mastered	n/a	76	37	51	5	79
% Meets	n/a	16	20	27	33	15
% Approaches	n/a	5	17	16	30	5
% Did Not Meet	n/a	5	27	3	33	2

Student Academic Achievement Strengths

Reading

- Kinder students increased mastery from EOY to BOY by 24 percentage points in English Reading on Star 360.
- 1st grade students increased mastery from BOY to EOY by 24 percentage points in English Reading on Star 360.
- 2nd grade students increased mastery from BOY to EOY by 37 percentage points in English Reading on Star 360.
- 87% of students in 2nd grade met or mastered expectation in English Reading at EOY.
- 94% of 2nd grade students were at mastery in Spanish Reading from at EOY.

- 1st grade students increased mastery from BOY to EOY by 14 percentage points in Spanish Reading.

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility

- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- 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

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

Goals

Goal 1: PfISD will recruit, support, and retain teachers and principals.

Performance Objective 1: During 2017-18 SHES will support at least one college student observer and/or a student teacher from a local certification program by June 2019.

Performance Objective 2: By June 2019, teacher climate survey responses indicating administrators' support through professional development, observation, feedback and resources will increase from 2018 results.

Performance Objective 3: 90% of teachers will skillfully implement the Fundamental 5 in their classrooms with consistency with rigor and relevance by June 2019.

Performance Objective 4: By June 2019, 100% of teachers will receive necessary training to meet the needs and requirements of GT, ESL, and Special Education students that they serve and at least 85% of teachers will perform at a Proficient level in all TTESS dimensions.

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 1: By June 2019, 80% of SHES students will demonstrate at least a year's worth of academic growth in reading as measured by DRA, Star 360, Tejas LEE and EDL assessments and STAAR Reading performance at Meets Standard will increase by 5% for all demographic groups.

Performance Objective 2: By June of 2019, 80% of SHES students will demonstrate at least a year's worth of academic growth in mathematics as measured by STAAR Progress Measure, Star 360 and other assessments and STAAR Math performance at Meets Standard will increase by 5% for all demographic groups.

Performance Objective 3: By June of 2019, 90% of students, K-5, will improve their writing proficiency as measured by state and local assessments, and STAAR performance will increase 8% across all demographic groups at the Meets Standard level.

Performance Objective 4: At Spring Hill, 55% of Kinder-5th grade students enrolled in the Dual Language and ESL program will demonstrate progress in each listening, speaking, reading, and writing domains based on Campus Formative Assessments and TELPAS during the 2018-19 School Year.

Performance Objective 5: By June, 2019, Special Education students' performance will increase by 8% at the Meets Standard level on STAAR Reading, STAAR Math, STAAR Science, and STAAR Writing.

Goal 3: PfISD will connect high school to career and college.

Performance Objective 1: By June 2019 100% of students PK-5 will participate in orientation and career awareness activities to prepare them for the transition to the next grade level.

Performance Objective 2: By June 2019, 80% of SHES students will meet or exceed learning expectations in Science as measured by local, district and state assessments for student progress and All student performance and demographic group performances on STAAR Science will increase by 10% for Meeting Standard.

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By June of 2019, student attendance will increase by at least 0.5% from the 2017-18 school year to 97.1%.

Performance Objective 2: Spring Hill will hold a minimum of 3 parent learning events in English and Spanish with a at least 60 families in attendance at each event.

Performance Objective 3: By June 2019 100% of Spring Hill communications will be distributed in English and Spanish through multiple modes of communication.

Performance Objective 4: By May 2019 85% of teachers will indicate that Spring Hill Elementary is a safe and secure learning environment on campus surveys of students and staff, and students will demonstrate increased performance in the Fitness Gram.

Addendums



Spring Hill Elementary School Family Involvement Plan 2018-2019

The Title I Parental Involvement of Elementary & Secondary Education Act (ESEA) requires each Title I school to jointly develop with and distribute to parents of participating children, a written parental involvement policy/plan. The purpose of Title I is to provide activities and services which support students in meeting the state's academic standards.

Purpose	Activities/Strategies
Parental Involvement Plan Requirements	
The school will involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA.	<ul style="list-style-type: none"> • Use parent meetings to solicit information from parents
The school will distribute to parents of participating children and the local community, the School Parental Involvement Policy.	<ul style="list-style-type: none"> • Copies also distributed Family Art Night • SHES School Family Plan will be posted on the school website.
The school will convene an annual meeting to inform parents of the following elements (listed below):	<ul style="list-style-type: none"> • Through Open House • Family Art Night
The school will provide to parents of participating children a description & explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, & the proficiency levels students are expected to meet or exceed.	<ul style="list-style-type: none"> • Weekly teacher communication summarizes curriculum being taught. • During fall parent conferences parents will receive information on <ul style="list-style-type: none"> ○ Accessing district curriculum ○ Supporting their student ○ Student results of various district and campus assessments
Shared Responsibilities for High Student Academic Achievement	
The school will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.	<ul style="list-style-type: none"> • Grandparents luncheon • Evening academic nights (Open House, Literacy Night, Math Night, Science Night) • Parent/Teacher Conferences
The school, with the assistance of PfISD, will provide materials & training to help families work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster family involvement.	<ul style="list-style-type: none"> • Provide materials, and articles through social media and Spring Hill Sentinel • Provide materials and training through Literacy Night, Math Night, Science Night, and Family Art Night
The school, with the assistance of PfISD and its families, will educate its teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with and work with families as equal partners. Priorities exist in the value and utility of contributions of families, and in how to implement & coordinate family programs & build ties between families & schools.	<ul style="list-style-type: none"> • Parent Liaison will provide support to families in becoming partners with the campus. • Parent Liaison will also work with PTO to provide opportunities for parent engagement in supporting the school • Designated parent conference days

To the extent feasible & appropriate, the school will take the following actions to ensure that information related to school and family programs, meetings & other activities is sent to the families of participating children in an understandable & uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand.

- Translated newsletters sent home in Wednesday folders
- Provide parents/students with communication folders that communicate attendance and campus expectations, as well as provide Reading and Math reference visuals
- School communication via the Wednesday folder, Peachjar and campus listserv
- Updated campus website
- Updated social media outlets
- Utilizing Peach Jar
- Utilizing list serve

Building Capacity for Involvement

The School Parental Involvement Policy may include additional discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement.

- School Community Events (PTO Festival, and Shark Shop)

Date Developed & Reviewed:

9/25/2018

Principal's name & signature:

Camille Ramirez-Longoria

