

Hatton Elementary Campus
Improvement Plan
Evaluation

2010-2011

October 17, 2011

Date of School Board Approval

Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission Statement

The mission of Bridge City Independent School District -- A progressive, Family/Community-supported educational system, is to provide a comprehensive, well-balanced instructional program in a safe learning environment to ensure the development of caring, responsible, productive graduates capable of contributing in a global society.

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Signature
Kelly McBride	Principal	
Karen Warner	Teacher	
Aaron Riojas	Teacher	
Jenna Banken	Parent	
Mark Cricchio	Business	
Donna Grey	Community	
Carrie Martin	District-level Professional	

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on October 6, 2010.

Participants in Attendance	Data Sources Examined
<i>Kelly McBride</i>	<i>AEIS RETENTIONRATE DISCIPLINE REFERRALS ATTENDANCE DATA PARENT PARTICIPATION RECORDS HOMELESS DATA BENCHMARK TESTING DATA ITBS OLSAT TPRI GRADING/FAILURE REPORTS</i>
<i>Karen Warner</i>	
<i>Aaron Riojas</i>	

**Comprehensive Needs Assessment:
Summary of Findings**

Prioritized Areas of Concern	
Areas of Concern	Data Source
<i>TPRI SCORES – listening comprehension</i>	<i>Testing Results</i>
<i>Attendance rates</i>	<i>Parents, community, and student surveys; administration evaluations</i>
<i>Special Programs-ESL</i>	<i>student achievement; participation in special programs</i>
<i>RTI interventions</i>	<i>Student achievement and retention rates</i>

**In this plan, the term “student groups” refers to students who are
H, W, AA, ED, Migrant, LEP, G/T, and Special Education**

State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this District/Campus \$36,570

Total FTEs funded through SCE at this District/Campus 0

The process we use to exit students from the SCE program who no longer qualify is:

- Student performance increase of 110% on TAKS after having failed TAKS previous year
- Student passes TAKS after having failed Pre K – 2 assessments
- Student no longer LEP
- Student no longer Homeless.

State Compensatory Education Program

Program Evaluation/Needs Assessment Grades 3-5

TAKS	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Students At-Risk	86%	93%	95%	93%	97%	92%	95%	96%	96%	88%	94%	95%	n/a	n/a	n/a
Students Not At-Risk	96%	97%	96%	97%	97%	95%	98%	92%	97%	96%	100%	95%	n/a	n/a	n/a

	Kindergarten TPRI 2009	
	BOY	EOY
Percent of Developed according to Screening	66%	89%
Percent of Developed on Listening Comprehension	6%	74%

The comprehensive, intensive, accelerated instruction program at this campus consists of Voyager Reading Program and Earobics Reading Intervention Program through RTI Tutorials. In addition, a dual-language program has been implemented at the pre-k level.

Upon evaluation of the effectiveness of this program the committee finds that the above activities should continue and teaching resources/training should be considered to be implemented.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in pre-kindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students.

Program/Funding Source
Federal Programs
<i>Title I, Part A</i>
<i>Title I, Part C (Migrant) – Cooperative with Region 5</i>
<i>Title II, Part A (TPTR)</i>
<i>Title II, Part D (Technology)</i>
<i>Stimulus finds</i>
State Programs/Funding Source
<i>Special Education</i>
<i>Bilingual/ESL Program</i>
<i>State Compensatory Education</i>
<i>PKES Grant</i>

Goal 1: (BCISD District Goal) Leadership – Academic Goal: Continue to work with all stakeholders to show an overall increase in TAKS scores across all subject areas, with emphasis on Math and Science. *BCIS* will have an Exemplary rating by 2012 and be on track for 100% student proficiency by 2014 (NCLB).

OBJECTIVE 1: – Aggregate TAKS and benchmark scores will improve, with specific targeted improvement of 3% in every area that is not exemplary.

Summative Evaluation: 90% of all students pass all portions of benchmark tests, including TPRI and Aimsweb reading and math probes.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Employ research based methods in teaching reading. -differentiated instruction -vocabulary building -phonemic awareness -shared reading -use of TPRI data to drive instruction -focus on TEKS objective that are direct strands to TAKS objectives -Tier II interventions -Tier III interventions	1, 2, 8	Kindergarten Teachers Principal Parents Para-professionals	2009-10	District funds HEDA Grant CScope Title Funds PK Stimulus	TPRI results went from 66% to 89%
Focus on reading development with at risk students -differentiated instruction -RTI tutorials	2, 3, 9	Pk/K teachers Voyager Instructor Para-professionals	Ongoing	Voyager Program Differentiating Binder RTI Tutorials	Students improved through the year on benchmark test. Voyager and istation showed an average of 13% increase in scores for at-risk students.

Goal 2: Leadership- Academic Goal: Continue to work with all stakeholders to maintain high academic performance across all subject areas in classrooms taught by Highly Qualified teachers.

Objective 1: At Hatton Elementary School, 100% of classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Summative Evaluation: 100% of core academic classes will be taught by highly qualified teachers, 100% of paraprofessionals with instructional duties will meet NCLB requirements and 100% Highly Qualified staff will be maintained.

Data	% Classes taught by Highly Qualified Teachers	% Highly Qualified Teachers	% Highly Qualified Paraprofessionals
2009-2010	100%	100%	100%

Activity/Strategy	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Actively recruit highly qualified teachers, professionals, and paraprofessionals/District Job Fair	3	Principal, Assistant Superintendent	Once a semester	State Funds Local Funds Title II Funds	100% core academic classes taught by HQ teachers, 100% paraprofessional meet NCLB requirements
Mentor Teacher Program will ensure new teachers are successful and will help to retain HQ teachers	4, 5	Principal Asst. Super. Department Chair	Ongoing	Department Chair	Mentor program provided new teachers support – all were retained

Goal 2: Leadership- Academic Goal: Continue to work with all stakeholders to maintain high academic performance across all subject areas in classrooms taught by Highly Qualified teachers.

Objective 2: 100% of teachers and paraprofessionals will obtain professional development/cpe credit/endorsements to close the gap between majority and minority learners to no more than 8%.

Summative Evaluation: 100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Anticipated Cost	Formative Evaluation
Survey professional staff for instructional development needs	4, 5	Asst. Super. Principal	May	Educational, technology, professional development websites	Needs assessment was used to develop sessions for cardinal conference
Enhance instructional in-service for staff serving ESL and inclusion populations.	3, 4	Asst. Super. Principal Grade level Chairs ESL teacher	Ongoing	Educational materials In-service time	Inclusion teachers attended a training on how to implement inclusion in the classroom

Goal 3: All students in BCISD will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: 90% of students at Hatton Elementary School will demonstrate appropriate behavior and respect for self and others as indicated in the discipline referral report.

Summative Evaluation: By May 2010 the number of incidents involving violence, tobacco, alcohol and other drug use (TAOD), will be under 10% as measured by PEIMS and number of discipline referrals.

Data 2010-2011	All Students
Discipline/Incidents	10

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Counsel and encourage students to report incidents of bullying	10	All staff	August-May	Student Council Initiative Developmental guidance program	Reduction in number of documented instances of student harassment and fighting
Provide C.P.I. training for key staff members	10	Special Ed. Director Asst. Principal	October 2010	Special Ed funds	No staff needed training this year
Provide a coordinated health program at Hatton Elementary	10	SHAC Principal Staff Baptist Memorial Hospital-Orange	Monthly sessions Informative newsletters to parents	Time for training Materials	Area hospital came in to provide services to school

Goal 4: (BCISD District Goal) School/Community Relations—Continue the practice of open communications between the school, the community, and the media. Promote BCISD through a variety of methods. Include marketing the district through various media, publications, and signage. Focus on district strengths, including students, staff, and academic and extra-curricular achievement.

Objective 1: Parents and Community will be partners in the education of students in Hatton Elementary School.

Summative Evaluation: By May 2011, at least 90% of all students’ parents and/or family members will participate in at least one school sponsored activity.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide programs to foster character education and formation of social skills	6	Principal Teachers Counselor Parents PTA	Every 6 weeks	Partnership w/Baptist Memorial Hospital-Orange	Spindletop came and provided services on a volunteer basis for students
Parent Volunteer Program	6	Principal Counselor Teachers PTA	Ongoing	Form Schedules Blackboard Connect	Number of parent volunteers remained at the same percentage
Parent Orientation	6	Principal Counselor Teachers Staff PTA	Prior to first day of school	Hatton Website Media Blackboard Connect	80 % of parents attended orientation

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Use Blackboard Connect to communicate with parents more affectively	6	Principal Secretary Attendance Clerk	Continually throughout the year.	Decrease number of students with unexcused absences Parents more quickly and better informed in emergencies.	Attendance used Blackboard Connect to communicate with parents more affectively – also important info was shared

Goal 5: Continue to work with all stakeholders to show an overall increase in benchmark scores across all subject areas, with emphasis on Mathematics and Science, to ensure that all students in BCISD will graduate from high school. Hatton will prepare students in order for BCISD to have an Exemplary rating by 2012 and be on track for 100% student proficiency by 2014 (NCLB).

Objective: Provide students with all grade level appropriate TEKS in order to prepare them for the next grade.

Summative Evaluation: 90% of all students pass all portions of the standardized tests, meet ARD expectations, and the Campus/District will meet AYP.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide opportunities to promote mastery of identifying ten or more printed alphabet letters	8	PK teachers/Aides Texas School Ready Program Mentors	End of each semester	Literacy centers Teacher-made materials Texas School Ready Mentoring eCircle Training	73% of PK students demonstrated mastery of 15 or more printed letters on istation
Provide student identification via data based tracking system/AWARE	2, 8	Assistant Principal At-Risk Coordinator Parent/students	Ongoing	Campus Guidance Program EDP Discipline	V.S.I. was utilized to view demographics
Update At-Risk student student profile information	9	Title teachers Principal Counselor	August 2010	Title classes	At-risk students showed small gains on benchmark tests

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide campus list of special needs students to required/necessary staff	2	Principal Counselor Diagnostician	August 2010	Special Ed Listing report	List supplied to teachers by Diag. along with modifications
Disaggregate benchmark test results	8	Principal Grade Level Chairs Teachers	Ongoing	AWARE Staff workday time	Data distributed annually to all faculty
Monitor daily and weekly attendance rates of individual and all student groups and contact families of students not in attendance	2	Attendance Clerk Teachers Nurse Administration	Daily	Attendance Reports Phone, Mail, Black Board Connect or Personal Home Contacts	Attendance rate was 94.8%
Initiate local court and law enforcement action to reduce truancy/absenteeism	2	Principal Asst. Principal District Attendance Officer	Ongoing	District Attendance Officer Communications city/Justice of the Peace Court	truancy and unexcused absences remain the same