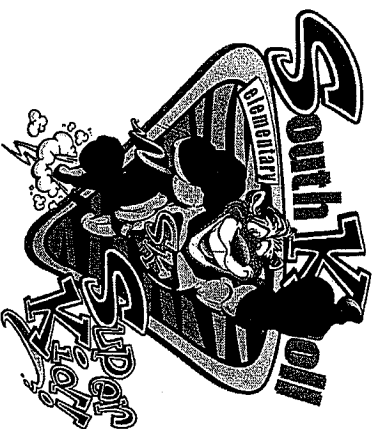

South Knoll Elementary School

Campus Improvement Plan 2010-2011

South Knoll Elementary School creates an environment that educates and nurtures children in a way that meets the needs of every student so that they can become life-long learners and successful, contributing members of society.



COMPREHENSIVE NEEDS ASSESSMENT SUMMARY (Title I, Component One)

In reviewing the demographic composition of South Knoll over the past ten years, the percentage of Hispanic students has steadily increased from 11% to 36% as well as the numbers of economically disadvantaged students (38% to 58%). 24% of our student population is Limited English Proficient (LEP). The number of white students has decreased from 65% to 40% while the African American population increased from 12% to 15%. Currently, 52% of our students are considered "At-Risk" and the student mobility rate is 20%. This data is important as we realize the gradual change in demographics and how it directly impacts the services we provide for students. Additional resources, training and support are needed for the ESL/Bilingual program, particularly as the dual language program expands.

All South Knoll teachers and paraprofessionals meet the requirements and are considered "Highly Qualified" according to Title I requirements. In addition, 82% (33) of the professional teaching staff are ESL-certified. As the number of LEP students increase, having certified ESL teachers becomes more critical. Also, South Knoll met Adequate Yearly Progress requirements for the school year.

Although TEA's passing standards for TAKS have steadily increased over the past three years, a substantial decrease in Hispanic math achievement scores occurred in 2005. With a total of 75 Hispanic students taking the math TAKS in 2010, 85% of the 3rd graders and 75% of the 4th graders met the passing standard. In addition, only 79% (87 out of 109) of our economically disadvantaged students passed the math test.

	'03	'04	'05	'06	'07	'08	'09	'10
Hispanic								
Writing	TAAS: 75 - 100%	100%	77%	96%	85%	96%	92%	92%
Reading	TAAS: 71 - 100%	88%	89%	90%	84%	86%	89%	76%
Math	TAAS: 73 - 98%	94%	65%	75%	74%	76%	84%	80%

South Knoll has consistently maintained a good attendance rate (96-97%). Although overall attendance is good, there were 15 students who were absent for 17 or more days during the school year. In addition, teachers have documented a problem with students arriving late to school. With the school day beginning at 7:50 a.m., we find students consistently arriving anytime from 8:00-8:45 a.m.

The number of individual students receiving discipline reports decreased from 142 to 39. There were 233 discipline reports filed during the school year, a decrease of 163 reports from the previous year. Two factors may have contributed to the decrease in discipline referrals. First, the enrollment at South Knoll decreased by 152 students during the 2009-2010 school year as compared to the 2008-2009 school year. Additionally, a behavioral specialist was added to our campus staff to intervene and work with student behaviors in the classroom setting. Bus referrals decreased from 45 to 21 for the school year. Consequences for misbehavior include conferring with students, parent contact/conference, loss of privileges, time out and in-school suspension. One student was referred for LEAP placement for the 2009-10 school year.

South Knoll Elementary School 2009-10 Goals and Objectives

Goal 1: All students will achieve academic success.

Objectives:

1. All students will pass the state and district-mandated tests.
2. Available technology will be utilized as an instructional and management tool.

Goal 2: Educational opportunities will meet the unique academic, social and emotional needs of all students.

Objectives:

1. Instruction will be driven by on-going student assessments, providing differentiated instruction for all students.
2. Teachers will utilize a variety of instructional strategies to provide authentically engaging work for students.
3. Teachers will utilize interventions and strategies for students with special needs.

Goal 3: Educational practices will be predicated on scientifically-based research.

Objectives:

1. All staff members will participate in ongoing professional development focused on best practices in literacy and numeracy.
2. All staff members will increase professional capacity through participation in collegial conversations.

Goal 4: Parents and community members will be actively engaged.

Objectives:

1. Staff members will increase parent and community involvement in academic functions.
2. Staff members will actively communicate with parents and community members.

Goal 5: A safe and supportive environment will be provided for all students.

Objectives:

1. Students and staff members will comply with campus safety procedures and plans.
2. Staff members will utilize consistent school-wide expectations for student behavior.
3. Staff members will provide a positive working and learning environment.

Campus Improvement Plan Committee

NAME	POSITION
Amy Anderson	Early Intervention Specialist, Instructional Coach
Jennifer Cave	Parent
Joni Eberle	Teacher, Fourth Grade, Dual Language
Anne Foster	Teacher, Reading Specialist
Maureen Haggerty	Teacher, Resource, Special Education
Sandy Felderhoff	Teacher, Kindergarten, ESL
Maggie Kruse	Teacher, Second Grade, ESL
Lily Martinez	Teacher, Bilingual Reading/Dyslexia Specialist
Sally McKnight	Teacher, Math Specialist
Suzy Mills	Teacher, Fourth Grade, ESL
Robin Oberg	Director of Special Programs, Central Office Representative
Bart Pany	Business/Community Representative
Marla Ramirez	Academic Coordinator
Laura Richter	Principal
Annie Roth	Teacher, Enrichment Specialist
Maria Saenz	Teacher, Kindergarten, Dual Language
Ann Shafer	Teacher, First Grade, ESL
Erin Supak	Teacher, First Grade, ESL, Instructional Coach
Kathy Smith	Teacher, Third Grade, ESL
Marta Swanner	Teacher, Bilingual Second Grade
Dan Wier	Math Specialist

Goal 1:

All students will achieve academic success.

(Title I, Component Two, Eight & Ten)

Objective #1: All students will pass the state and district-mandated tests.

Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
1.1.1 Disaggregate and disseminate objective/item analysis of release TAKS/Early Literacy Assessments results and any benchmark testing to all staff members and teachers in grades K-4.	Academic Coordinator	DMA/C/teacher data Time to share & discuss ADM training as needed	September	Evidence of data driven instruction & determination of specific needs
1.1.2 3 rd and 4 th grade level teachers will meet together with math and reading specialist to conduct TAKS objectives item analysis after benchmark/release tests have been given.	Reading and Math Specialists Classroom Teachers	1 day sub for each teacher per subject area \$1,000 (Title I)	October March	Sign in sheet Summary report.
1.1.3 Round table meetings (Campus Intervention Team) with K-4 grade teachers, curriculum specialists and administrators will be conducted to discuss individual benchmark results and appropriate interventions needed.	Administrators	Time data	K-4 th – End of second and 4 th six weeks	File created for monitoring
1.1.4 ARI/Tutoring will be provided during school hours to students below minimum expectations on Early Literacy Assessments or practice TAKS in Spanish and English.	ARI/Tutoring teachers	Assessment, teaching materials (in Spanish and English), time \$3,250 ARI	October 15, January 15 May 15	Early Literacy Assessments/TAKS scores ARI lesson plan based on learning cycle
1.1.5 AMI/Tutoring will be provided during school hours to students below minimum expectations in math.	AMI/Tutoring Teachers	Assessment, teaching materials (in Spanish and English), time \$3,250 AMI	K – January 1 st -4 th – end of 2 nd 6 weeks Following release TAKS (3 rd & 4 th)	Data document
1.1.6 Tutoring will be provided for 3 rd & 4 th grade students scoring below minimum expectations on TAKS benchmark assessment	3 rd & 4 th Grade Lead Teacher	Substitutes \$1,500 (Title I)	March & April	Benchmark scores & TAKS scores

**Goal 1: All students will achieve academic success.
(Title I, Component Ten)**

Objective #2: Available technology will be utilized as an instructional and management tool.

Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
1.2.1 Mobile labs will be utilized for student use such as research, publishing, web quest, and library online catalog.	Librarian	Mobile carts Time	May	Log-in sheet
1.2.2 The campus will continue subscription and use to Safari Montage Instructional Video Website	Technology Committee	\$750 for subscription Teacher classroom computer Classroom television	May	Website usage
1.2.3 The campus will continue to use technology to manage online report cards/Gradebook 2 for grades 2-4.	Classroom teachers Principal's Secretary	Time	Weekly	Report Cards
1.2.4 The campus will continue to communicate through "Subs & Such" campus-wide e-mail.	Workroom Asst.	Time, e-mail	Daily	Daily e-mail
1.2.5 Staff members will utilize electronic communications with parents (i.e. e-mail, teacher webpages, electronic newsletters).	Classroom teachers	Time, e-mail	May	Electronic communications
1.2.6 Conduct training on available technology resources (software and hardware) for new teachers.	Integration Specialist Academic Coordinator	Handouts	October	Sign-in sheets
1.2.7 A list of available technology resources will be created, updated and made accessible to staff through First Class Faculty Information folder.	Technology Integration Specialist Librarian	Time First Class	End of 1 st six weeks Monthly updates	List of resources
1.2.8 Utilize <i>Study Island</i> software to individualize student practice over targeted skills in math & reading	2 nd , 3 rd & 4 th Grade Teachers Math & Reading Specialists Special Education Teacher	Internet Time \$1,800 (AR/AMJ)	October	Student performance reports
1.2.9 Create a faculty information folder within First Class to house updated campus information (schedules, emergency contact information, VIPs master list, etc.).	Academic Coordinator Principal	First Class Time Campus information files	August Updates as needed	Completed files in First Class

**Goal 2: South Knoll's educational opportunities will meet the unique academic, social and emotional needs of all students.
(Title I, Component Two, Eight, Nine & Ten)**

Objective #1: Instruction will be driven by on-going student assessments, providing differentiated instruction for all students.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
2.1.1	Teachers in grades 1-4 will conduct a fluency probe and running record with comprehension check on every student at the beginning of the year.	Curriculum Council representatives Classroom Teachers	Time	September	Assessment data
2.1.2	Teachers in grades 1-4 will conduct fluency probes and running records with comprehension check for students who are working at or below grade level.	Curriculum Council representatives Classroom Teachers	Time	Once per six weeks	Assessment data
2.1.3	Teachers in grade K will conduct running records with comprehension check for those children who are ready for guided reading (one to one correspondence and return sweep).	Curriculum Council representatives Classroom Teachers	Time	Every three to six weeks	Assessment data
2.1.5	Implement district literacy benchmarks for fluency, reading level and comprehension.	Reading Specialist Early Intervention Specialist Classroom Teachers	Time	End of second six weeks	Developed benchmark expectations
2.1.6	Teachers will utilize the writing process through the daily use of draft books to drive individual, small group and whole group language arts instruction.	Curriculum Council representatives Classroom Teachers	Time Draft books	Daily	Walk-through data Draft books
2.1.7	Fourth grade teachers will administer reading, writing (Revise/Edit) and math released TAKS assessments.	Curriculum Council representatives Classroom Teachers	Time Released TAKS	Reading: Oct & March Writing: October Math: March	Assessment data
2.1.8	Third grade teachers will administer reading and math released TAKS assessments.	Curriculum Council representatives Classroom Teachers	\$1600 for materials Time Released TAKS	Reading: Oct & Feb Math: March	Assessment data
2.1.9	Teachers will monitor students' independent writing at the beginning, middle, and end of the year utilizing district writing rubric.	Curriculum Council Classroom Teachers	Time Writing rubrics	Sept, Feb & May	Writing sample
2.1.10	Kindergarten- Second grade teachers will assess students using the TPRR/Tejas Lee	Curriculum Council representatives Classroom teachers	Time	September January May	Assessment data

2.1.11	Kindergarten and first grade teachers will use informal assessments such as appropriate components of Marie Clay Observational Survey for students who are at or below grade level.	Kindergarten lead teacher First grade lead teacher Classroom teachers	Time	September January May	Assessment data
2.1.12	K-4 teachers will use informal assessments (such as fluency measures and classroom observations) along with math CBM data and TEMI data (K-2) to form groups for small group instruction.	K-4 teachers Math Specialist	Time	End of each six week grading period	Assessment data

Objective #2: Teachers will utilize a variety of instructional strategies to provide authentically engaging work for students.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
2.2.1	Teachers will provide concrete, hands-on, multi-sensory experiences prior to bridging to abstract concepts.	Classroom Teachers Administrators	Time & materials \$1,000	May	Walk-through data
2.2.2	Science instruction will be inquiry-based and hands-on as indicated in district science curriculum.	Classroom Teachers Administrators	Time & materials \$1,000	May	Walk-through data
2.2.3	Teachers will provide small group language arts and math instruction based on student needs and assessments.	Classroom Teachers Administrators	Time	May	Walk-through data
2.2.4	Teachers will utilize the "TO (modeling/demonstrations), WTTT (shared/guided), and BY (independent)" framework when planning instruction in all content areas, including number talks, reading and writing demonstrations, guided reading, problem solving	Classroom Teachers Administrators	Time	May	Walk-through data
2.2.5	Utilize "Reading Tools" (available in English and Spanish) resource when planning reading instruction.	Classroom Teachers Administrators	Time Translation costs	May	Walk-through data
2.2.6	Utilize a standardized math problem solving graphic organizer (QISP) in both English and Spanish to be utilized in grades K-4	Vertical teams Math Specialist	Time	August	Walk-through data
2.2.7	Teachers will develop and utilize learning stations/centers to support small-group instruction in all content areas.	Classroom Teachers Administrators	Time & materials \$1,000	May	Walk-through data
2.2.8	Language Arts (reading, writing, listening, speaking) will be integrated across all content areas.	Classroom Teachers Administrators	Time	May	Walk-through data
2.2.9	Teachers will provide explicit vocabulary development before, during and after content area instruction.	Classroom Teachers Administrators	Time	May	Walk-through data
2.2.10	Investigate campus-wide vocabulary and oral language development approach.	Vertical Committees	Time	December	Vocabulary development resources
2.2.11	Teachers will utilize the Essential Elements of Instruction in the classroom.	Classroom Teachers Administrators	Time	May	Walk-through data

Objective #3: Teachers will utilize interventions and strategies for students with special needs.

Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
2.3.1 Utilize Tier One of RTI process by providing small group instruction for all students based on assessment data.	Classroom Teachers	Time	May	Progress Monitoring
2.3.2 Teachers will utilize the SIT process to collaborate with colleagues regarding struggling students.	Grade Level team members SIT members	Time	May	SIT Agendas and Minutes
2.3.3 Utilize a management/recording system for student interventions and accommodations.	SIT members Classroom teachers	Time	May	Documentation
2.3.4 School-wide enrichment activities will be provided for students.	Enrichment Specialist	Time; Volunteers \$1,000	May	Number of students participating in activities
2.3.5 The Spanish book collection in the school library will be expanded.	Librarian Dual Language teachers	\$3,000	May	Collection development
2.3.6 Spanish leveled readers will be added to the literacy library	Reading Specialist Dual Language teachers	\$3,000	May	Literacy Library development
2.3.7 ESL strategies will be utilized in the classrooms to meet the needs of second language learners	ESL-certified teachers ESL Specialist	Time & materials	May	Improved performance on assessments
2.3.8 Interventions will be provided for identified K-4 students not performing on grade level based on current assessment data.	Classroom Teachers Early Intervention Specialist; Bilingual Reading Specialist; Reading Specialist; Math Specialist	Time & materials LLI kits (K-2) \$3000 (Title I) 1 FTE \$58,975 (SCE)	May	Improved performance on assessments, report cards decreased number of SPED referrals
2.3.9 Utilize special education modifications and 504 accommodations as stated by each student's individual plan.	All staff	Individual Student Plans	May	Improved performance on assessments, report card

Goal 3: Educational practices will be predicated on scientifically based research. (Title I, Component Three, Four, & Five)

Objective #1: All staff members will participate in ongoing professional development focused on best practices in literacy and numeracy.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
3.1.1	Training for teachers to support district and campus balanced literacy initiatives to include running records, Read Naturally, writing process (draft books), reading tools, comprehension monitoring, and literacy benchmarks.	Curriculum Council Reading Specialist Early Intervention Specialist Classroom Teachers	Time \$2,500 (Title I) Subs ½ day release time for classroom teachers Chalk Talks Grade Level Meetings	May	Sign in sheets
3.1.2	Training for teachers to support district and campus numeracy initiatives including problem solving strategies, teaching the core curriculum, and small group instruction.	Curriculum Council Math Specialist Classroom Teachers	Time \$2,500 (Title I) Subs ½ day release time for classroom teachers	May	Sign in sheets
3.1.3	Grade levels will meet weekly to plan and develop engaging hands-on work for students that incorporates the essential elements of instruction and the design qualities.	Grade level leaders Academic Coordinator Instructional Specialists Classroom Teachers	Time	May	Completed plans Meeting Agendas & Sign In
3.1.4	Training will be provided for teachers to facilitate planning, managing and implementing small group instruction.	Curriculum Council Representative Instructional Specialists Classroom Teachers	Time Materials \$1000 Chalk Talks Grade level meetings	May	Sign In Sheets Agendas
3.1.5	Recruit and hire only teachers who are highly qualified	Principal	Time	August	Candidate certifications

Objective #2: All staff members will increase professional capacity through participation in collegial conversations.

Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
3.2.1 Teachers will participate in peer observations with follow-up dialogue to increase understandings of the writing process.	Classroom teachers Instructional Coaches	Guiding questions Time	December May	Copies of reflection forms from peer observation dialogue
3.2.2 Professional development experiences will be designed to include opportunities for collegial conversations based on professional resources such as books, videos, and articles.	Curriculum Council Instructional Coach	Time Professional Resources \$2,500	May	Sign In Sheets

2010-11 Staff Development Plan

Friday, August 13	a.m. – District Welcome Back Rally p.m. – Nuts & Bolts	
Monday, August 16	a.m. – Campus Training – Writing Process To / With / By K-4 p.m. – Campus Training – Connecting Balanced Literacy to Balanced Math	
Tuesday, August 17	a.m. - District Wide Training – Poverty Simulation	
Wednesday, August 18	p.m. –Campus Training - ELA Curriculum – 1 st Six Weeks Planning	
Thursday, August 19	District Wide Training – Conscious Discipline	
Friday, August 20	District Wide Training – Conscious Discipline Work Day	
Monday, October 11	Parent Conferences	
Friday, January 3	Teacher Work Day	
Monday, February 21	Campus Planning	
Saturday, May 28	Classroom Planning	

Staff Meetings

September 14
 October 12
 November 9
 December 7
 January 11
 February 8
 March 8
 April 12
 May 10

Chalk Talks

September 28
 October 26
 November 30
 January 25
 February 22
 March 29

Goal 4: Parents and community members will be actively engaged.
(Title I, Component Six & Seven)

Objective #1: *The campus will increase parent and community involvement in academic functions.*

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
4.1.1	The campus will continue to hold fall parent orientation meetings.	Academic Coordinator	Childcare through Kids Klub \$500	September	Increase in parent attendance for orientation meetings evidenced through parent sign-in sheets
4.1.2	An invitation will be extended to all parents to attend South Knoll parenting meetings as organized by Head Start	Family Facilitator	Flyers, time SCE - 0.2 FTE \$4,575	September-May	Increase in K-4 parent attendance as evidenced by sign-in sheets
4.1.3	Campus will conduct Family Fun Nights focusing on literacy and math in English and Spanish for all South Knoll families emphasizing fun, interactive experiences.	Grade Level teachers Curriculum Council Representatives	Refreshments, door prizes, childcare, time \$2,000	1 per semester	Sign-in sheets Parent feedback
4.1.4	The campus will hold a parent information meeting for upcoming kindergarten parents considering the dual language program for their child.	Academic Coordinator Director of Special Programs	Refreshments, childcare \$250	April	Sign-in sheets; agenda

**Goal 4: Parents and community members will be actively engaged.
(Title I, Component Six & Seven)**

Objective #2: The campus will actively communicate with parents and community members.

Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
4.2.1	The marquee will be updated on a regular basis. Secretary	Secretary	PTO Volunteer	Current information present
4.2.2	A school newsletter will be distributed to parents, sharing all upcoming school related functions, important information, and celebrations (Spanish and English). Academic Coordinator	Academic Coordinator	Specific color paper, time, information from teachers Cost of Contracted Translator (\$.06 per word)	Goes home first Monday of each month Newsletters sent home
4.2.3	Weekly folders will be used as a school communication tool. Separate school information from community fun flyers Teachers	Teachers	Folders; Time	Goes home same day each week Folders sent home weekly
4.2.4	Teachers will ensure parent contact is part of the classroom discipline management plan prior to sending students to the office for discipline referrals, except in extreme circumstances. Academic Coordinator and Teachers	Academic Coordinator and Teachers	Parent communication logs	August Classroom management plan documents this intervention
4.2.5	The campus will send parent, teacher, student compact and parent involvement policy outlining responsibilities of each party in Spanish and English. Academic Coordinator Classroom Teachers	Academic Coordinator Classroom Teachers	Time Copies of compact Cost of Contracted Translator (\$.06 per word)	September Signed and returned compacts
4.2.6	Classroom management procedures will be sent home at the beginning of the school year, any time general changes are made, and for each new student. Teachers	Teachers	Classroom management plan	August Parent signature forms indicating receipt
4.2.7	Discipline referrals will be mailed home to parents. Secretary	Secretary	NCR forms Envelopes postage	August-May As referrals are processed Mailed referrals
4.2.8	Parents will be notified if their child is being served in Tier II interventions. Academic Coordinator Teachers Instructional Specialists	Academic Coordinator Teachers Instructional Specialists	Letters Translation Cost	August- May As students are identified Letters

4.2.9	Staff members will turn in all activities and events to be placed on the master calendar.	Academic Coordinator Workroom Asst. Team leaders	Information, calendar	Weekly	Up-to-Date calendar
4.2.10	Investigate the use of Rosetta Stone software to help LEP parents learn English and South Knoll faculty & staff learn Spanish.	ESL Specialist	Software Parent/Staff Survey	May	Results of interest survey

Goal 5: A safe and supportive environment will be provided for all students.

Objective #1: Teachers and students will comply with campus safety procedures and plans.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
5.1.1	Emergency drills will be routinely practiced. <ul style="list-style-type: none"> • Fire Drills • Safe Shelter in Place • Duck and Cover • Site Evacuation 	Academic Coordinator Emergency Preparedness Team	time	Fire drill – monthly Other drills September	Dates of drills
5.1.2	Emergency backpacks/red folders will be maintained/updated: <ul style="list-style-type: none"> • Emergency procedures • Medical information • Emergency student release forms • Teacher cell phone list • Office copy of emergency information/release forms • Updated attendance rosters 	Emergency Preparedness Team Classroom Teachers Secretary	Information, supplies, backpacks, procedures	August Each 6 weeks for update	Accurate Emergency information readily available
5.1.3	Emergency backpacks and grade level radios will travel with the teacher during outside activities.	Classroom teachers	Backpacks, radios	May	Backpacks visible outside
5.1.4	Emergency procedures will be posted in the same location for all classrooms and common areas.	Emergency Preparedness Team Secretary	Paper, laminating	August	Emergency Procedures posted
5.1.5	Emergency cart will be maintained to transport student information in the event of an evacuation (including emergency contact and medical information for students; class rosters.)	Secretary	Cart, copies, time, notebooks	August	Cart prepared
5.1.6	Staff cell phone list will be updated and distributed for emergency communication.	Secretary	Paper, time	August	List in backpack
5.1.7	List of children with medical concerns will be distributed to classroom teachers.	Nurse Classroom teachers	Copies, time	August	Forms copied and in backpacks and red folders
5.1.8	Regular procedures for morning drop off and afternoon dismissal will be monitored and reviewed.	Emergency preparedness committee	Time Safety Equipment \$300	August	Monitor feedback

5.1.9	Morning drop-off and afternoon dismissal procedures will be discussed during parent orientation meetings.	Classroom Teachers	Time	August	
5.1.10	Staff will be continually trained, encouraged, and empowered to question visitors who do not display district ID or appropriate visitor badge and accompany them to the front office.	Staff Emergency Preparedness Committee	Time	August	All visitors will display appropriate identification.
5.1.11	Students will help increase building security by reporting visitors without appropriate identification to the nearest adult and refrain from opening exterior doors for anyone.	Classroom Teachers	Time	August	All visitors will display appropriate identification.

Goal 5: A safe and supportive environment will be provided for all students.

Objective #2: Staff members will utilize consistent school-wide expectations for student behavior.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
5.2.1	Students will review and routinely practice school-wide expectations for: <ul style="list-style-type: none"> • Cafeteria • Playground • Transition • Bus/parent pick-up • Voice levels • Restroom 	Academic Coordinator Classroom Teachers	Time; Schedule on master calendar	August October January April	Reduced number of office referrals
5.2.2	Teachers will develop and implement a consistent classroom management plan which will include: <ul style="list-style-type: none"> • clear procedural and behavioral expectations • consistent rewards & consequences • parent contact prior to office referral 	Academic Coordinator Classroom teachers	Classroom management plans	August	Copy of teacher plan in office; Fewer discipline referrals to the office
5.2.3	The counselor will provide sessions in the classroom/small group/individual/ friendship groups such as: <ul style="list-style-type: none"> • Bully free zone • "I" statements • Courtesy • Social Concerns • Conflict Resolution 	Counselor	Materials, supplies, time, training	May	Counselor schedule; Reduced number of office referrals
5.2.4	Teachers will implement the following Conscious Discipline structures in each classroom: <ul style="list-style-type: none"> <input type="checkbox"/> Safe Place/De-stressing Strategies <input type="checkbox"/> Greetings <input type="checkbox"/> Classroom Jobs <input type="checkbox"/> Language (Noticing) 	Classroom Teacher	Staff Development Conscious Discipline Resources	May	Classroom Walkthroughs

Goal 5: A safe and supportive environment will be provided for all students.

Objective #3: Staff members will provide a positive working and learning environment.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
5.3.1	Award ceremonies will be conducted for: <ul style="list-style-type: none"> • Super Kid award to celebrate students for outstanding effort and citizenship (grades K-4) • Perfect attendance- students without absences and no more than 2 tardies for a six-weeks period (grades K-4) 	Secretary Lead Teachers	Time Certificates/Photos Pencils Super Kid pins Ribbons \$1,000	At the end of each six weeks	Award ceremonies held Pictures of Super Kids
5.3.2	Classroom teachers will make a positive parent contact for each student at least once during the school year.	Grade level Teachers	E-mail Phone call Notes home	May	Parent contact log
5.3.3	Support professionals will make at least four positive parent contacts to parents each six weeks	All Professionals other than grade level teachers	E-mail Happy notes Phone call	End of each six weeks	Parent contact log
5.3.4	"Super Kid Happy Visits" from the office are available to provide positive recognition.	Classroom Teachers	Super Kid forms to completed by teacher	Weekly	Documentation of numbers of students & visits
5.3.5	Tremendous Tiger Awards will be given for South Knoll staff to acknowledge contributions.	Academic Coordinator Workroom Assistant Social Committee	paper	End of each six weeks	Positive Announcements, Tremendous Tiger Awards
5.3.6	Social events will be planned throughout the year for staff to build relationships outside the school day.	Social Committee	Time	December May	Number of staff members participating

**DESIRED PERFORMANCE STANDARDS
MATHEMATICS - GOAL 1**

<p>CURRENT PERFORMANCE * Accountability Data</p>	<p>DESIRED PERFORMANCE: LONG-TERM OBJECTIVES:</p>	<p>DESIRED PERFORMANCE: ANNUAL OBJECTIVES:</p>
<p>*TAKS MATHEMATICS – SPRING 2010</p> <p>87% TAKS Math Passing Rate For Grade(s): 3 and 4</p>	<p>BY 2010-11 (State Standards)</p> <p>100% will be the TAKS Math Passing Rate For Grade(s): 3 and 4</p>	<p>BY 2010</p> <p>≥ 90.0 % will be the TAKS Math Passing Rate For Grade(s): 3 and 4</p>
<p>70% is the lowest TAKS Math Passing Rate among groups: African American</p>	<p>100% will be the lowest TAKS Math Passing Rate among African American</p>	<p>≥ 90.0 % will be the lowest TAKS Math Passing Rate among African American</p>

READING - GOAL 1

<p>CURRENT PERFORMANCE * Accountability Data</p>	<p>DESIRED PERFORMANCE: LONG-TERM OBJECTIVES:</p>	<p>DESIRED PERFORMANCE: ANNUAL OBJECTIVES:</p>
<p>*TAKS READING – SPRING 2009</p> <p>87% TAKS Reading Passing Rate For Grade(s): 3 and 4</p>	<p>BY 2010-11 (State Standards)</p> <p>100% will be the TAKS Reading Passing Rate For Grade(s): 3 and 4</p>	<p>BY 2010</p> <p>≥ 90 % will be the TAKS Reading Passing Rate For Grade(s): 3 and 4</p>
<p>76% is the lowest TAKS Reading Passing Rate among groups: Hispanic</p>	<p>100% will be the lowest TAKS Reading Passing Rate among groups: Hispanic</p>	<p>≥ 90 % will be the lowest TAKS Reading Passing Rate among groups: Hispanic</p>

**DESIRED PERFORMANCE STANDARDS
WRITING - GOAL 1**

CURRENT PERFORMANCE * Accountability Data	DESIRED PERFORMANCE: LONG-TERM OBJECTIVES:	DESIRED PERFORMANCE: ANNUAL OBJECTIVES:
<p>*TAKS WRITING – SPRING 2010</p> <p>91% TAKS Writing Passing Rate For Grade(s): 4</p> <p>78% is the lowest TAKS Writing Passing Rate among groups: African American</p>	<p>BY 2010-11 (State Standards)</p> <p>100% will be the TAKS Writing Passing Rate For Grade(s): 4</p> <p>100% will be the lowest TAKS Writing Passing Rate among groups: African American</p>	<p>BY 2010</p> <p>≥ 90.0% will be the TAKS Writing Passing Rate For Grade(s): 4</p> <p>≥ 90.0% will be the lowest TAKS Writing Passing Rate among groups: African American</p>

APPENDIX

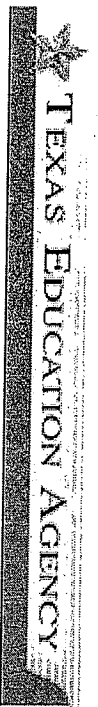
(Copies available upon request)

Items included in the appendix are:

- 2008-09 Academic Excellence Indicator System
- Multi-Year History for 1994-2002 (TAAS)
- Multi-Year History for 2003-2009 (TAKS)
- Adequate Yearly Progress Campus Data Table (Final 2009 AYP Results)
- Title I Parent/Teacher/Student Compact (Spanish and English)
- Title I Ten Components
- 2010-11 CSISD District Improvement Plan Goals and Objectives
- 2009 TAKS Scores for All Students

CAMPUS IMPROVEMENT PLAN EVALUATION:

By April, 2011, the South Knoll staff will evaluate the 2010-11 Campus Improvement Plan prior to the development of the 2011-12 plan. In this evaluation, they will determine if each performance objective and activity was achieved, based upon formative and summative evaluation measures. (If “yes”, what was the effect? If “no”, why was it not achieved?)



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SEARCH TEA'S Site Advanced Search

District Name: COLLEGE SPRATION ISD
 Campus Name: SOUTH KNOLL EL
 Campus #: 021901101

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2008-09 Campus Performance
 2009 Accountability Rating: Recognized

Section I
 Total Students: 760
 Grade Span: EE - 04
 School Type: Elementary

Gold Performance Acknowledgments:
 Commented on Writing

	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	IMP
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TAKS Met 2009 Standard Grade 3 (English) First Administration Only

Reading	2009	90%	95%	93%	97%	94%	96%	> 99%	89%	96%	98%	*	98%	> 99%
	2008	89%	96%	93%	95%	86%	95%	98%	*	96%	95%	*	91%	78%
Mathematics	2009	86%	92%	88%	89%	74%	95%	93%	89%	93%	84%	*	84%	*
	2008	85%	92%	88%	88%	69%	89%	91%	*	85%	90%	*	77%	86%
All Tests	2009	82%	89%	84%	87%	68%	92%	93%	89%	90%	84%	*	82%	> 99%
	2008	80%	89%	84%	85%	64%	85%	89%	*	84%	86%	*	72%	67%

TAKS Met 2009 Standard Grade 3 (Spanish) First Administration Only

Reading	2009	84%	95%	*	93%	*	93%	*	*	> 99%	88%	*	92%	93%
	2008	83%	60%	*	60%	*	60%	*	*	60%	60%	*	50%	60%
Mathematics	2009	79%	86%	*	79%	*	79%	*	*	90%	67%	*	79%	79%
	2008	78%	50%	*	50%	*	50%	*	*	*	50%	*	38%	50%
All Tests	2009	75%	86%	*	80%	*	80%	*	*	91%	67%	*	80%	80%
	2008	73%	38%	*	45%	*	45%	*	*	40%	50%	*	33%	45%

TAKS Met 2009 Standard Grade 4 (English)

Reading	2009	86%	93%	88%	88%	71%	79%	96%	*	89%	86%	*	83%	63%
	2008	85%	92%	88%	90%	93%	85%	91%	*	95%	84%	*	76%	57%
Mathematics	2009	88%	96%	91%	94%	86%	88%	98%	*	93%	94%	*	91%	80%
	2008	87%	94%	90%	86%	67%	81%	96%	*	95%	77%	*	73%	57%
Writing	2009	92%	96%	94%	93%	92%	93%	92%	*	91%	94%	*	91%	> 99%
	2008	93%	96%	95%	99%	> 99%	96%	> 99%	*	98%	> 99%	*	97%	> 99%
All Tests	2009	78%	90%	80%	83%	64%	73%	92%	*	83%	82%	*	76%	63%
	2008	77%	88%	79%	81%	67%	74%	89%	*	91%	71%	*	58%	43%

TAKS Met 2009 Standard Grade 4 (Spanish)

Reading	2009	81%	70%	*	83%	*	*	*	*	*	83%	83%
	2008	77%	60%	*	*	*	*	*	*	*	*	*
Mathematics	2009	80%	54%	*	56%	*	56%	*	*	*	57%	56%
	2008	76%	40%	*	*	*	*	*	*	*	*	*
Writing	2009	93%	67%	*	88%	*	88%	*	*	*	83%	88%
	2008	91%	60%	*	*	*	*	*	*	*	*	*
All Tests	2009	73%	38%	< 1%	44%	*	44%	*	*	*	43%	44%
	2008	69%	< 1%	*	*	*	*	*	*	*	*	*

TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES SELECTED TAKS (Accommodated)) (Standard Accountability Indicator)

Reading/ELA	2009	91%	96%	92%	93%	88%	89%	98%	*	> 99%	95%	92%	80%	91%	86%
	2008	91%	96%	94%	93%	96%	86%	96%	*	*	96%	90%	83%	86%	74%
Mathematics	2009	82%	92%	89%	89%	79%	84%	96%	*	92%	92%	85%	67%	84%	76%
	2008	80%	90%	91%	85%	68%	77%	93%	*	*	89%	80%	83%	71%	62%
Writing	2009	93%	96%	94%	92%	92%	92%	92%	*	*	92%	93%	*	91%	93%
	2008	93%	96%	95%	99%	> 99%	97%	> 99%	*	*	98%	> 99%	*	97%	> 99%
All Tests	2009	74%	87%	81%	84%	70%	77%	93%	*	92%	89%	79%	57%	77%	71%
	2008	72%	85%	84%	81%	68%	71%	90%	*	*	85%	77%	67%	74%	52%

TAKS Met 2009 Standard with TPM (Sum of All Grades Tested, INCLUDES SELECTED TAKS (Accommodated))

Reading/ELA	2009	96%	99%	96%	98%	> 99%	93%	> 99%	*	> 99%	99%	96%	> 99%	96%	89%
	2009	89%	95%	95%	93%	91%	85%	> 99%	*	> 99%	97%	90%	83%	90%	78%
	2009	97%	99%	> 99%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	> 99%	> 99%
	2009	84%	92%	91%	93%	91%	83%	> 99%	*	> 99%	97%	88%	86%	88%	74%

TAKS Commented Performance (Sum of All Grades Tested, INCLUDES SELECTED TAKS (Accommodated))

Reading/ELA	2009	34%	51%	37%	43%	44%	25%	57%	*	42%	48%	39%	40%	30%	19%
	2008	34%	54%	35%	42%	14%	29%	56%	*	*	44%	39%	33%	26%	15%
Mathematics	2009	31%	52%	41%	47%	30%	27%	67%	*	58%	48%	47%	17%	34%	19%
	2008	28%	48%	34%	34%	7%	21%	47%	*	*	45%	21%	< 1%	17%	12%
Writing	2009	34%	49%	32%	38%	23%	31%	44%	*	*	27%	46%	*	33%	43%
	2008	33%	50%	26%	34%	29%	21%	44%	*	*	25%	43%	*	17%	< 1%
All Tests	2009	16%	32%	20%	27%	18%	11%	43%	*	33%	27%	28%	< 1%	16%	5%
	2008	15%	31%	16%	23%	7%	12%	33%	*	*	27%	20%	< 1%	11%	7%

TAKS-M Met 2009 Standard (Sum of All Grades Tested)

Reading/ELA	2009	82%	84%	91%	78%	*	*	*	*	*	67%	*	78%	> 99%	*
	2009	69%	71%	88%	89%	*	80%	*	*	*	83%	*	89%	> 99%	*
	2009	72%	83%	67%	*	*	*	*	*	*	*	*	*	*	*
	2009	57%	65%	73%	82%	*	80%	*	*	*	75%	*	82%	> 99%	*

TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS (Accommodated)) (2010 Preview)

Reading/ELA	2009	87%	94%	89%	92%	85%	88%	97%	*	92%	93%	90%	78%	89%	86%
	2008	86%	93%	89%	91%	90%	83%	95%	*	> 99%	93%	88%	83%	81%	64%
Mathematics	2009	80%	91%	87%	88%	79%	81%	96%	*	92%	90%	86%	75%	82%	70%
	2008	78%	89%	88%	84%	68%	76%	93%	*	*	88%	80%	75%	71%	61%
Writing	2009	92%	96%	91%	92%	92%	92%	92%	*	*	92%	93%	93%	91%	93%
	2008	91%	95%	93%	99%	> 99%	97%	> 99%	*	*	98%	> 99%	*	97%	> 99%
All Tests	2009	72%	86%	79%	82%	68%	73%	92%	*	92%	85%	78%	60%	74%	66%
	2008	69%	83%	80%	79%	66%	69%	89%	*	> 99%	83%	76%	63%	60%	47%

TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS (Accommodated) and TAKS-Modified) (2011 Preview)

Reading/ELA	2009	87%	93%	89%	91%	86%	87%	96%	*	92%	92%	90%	78%	90%	85%
Mathematics	2009	80%	91%	87%	88%	80%	81%	96%	*	92%	90%	86%	82%	83%	72%
Writing	2009	91%	95%	91%	92%	93%	90%	92%	*	*	90%	93%	86%	91%	93%
All Tests	2009	71%	85%	78%	81%	69%	73%	91%	*	92%	84%	79%	67%	75%	65%

TAKS-Alt Met 2009 Standard (Sum of All Grades Tested) (2011 Preview)

All Tests	2009	84%	97%	> 99%	*	*	*	*	*	*	*	*	*	*	*
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2009 TAKS Participation (Grades 3-11)

Tested	98.5%	98.5%	99.7%	99.2%	100.0%	98.8%	100.0%	92.9%	100.0%	92.9%	100.0%	98.4%	100.0%	99.2%	95.3%
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By Test Version

TAKS (1 or more)	90.8%	92.7%	91.5%	94.0%	95.6%	92.9%	94.2%	92.9%	94.2%	92.9%	94.2%	93.7%	35.0%	91.6%	90.7%
Not on TAKS	7.7%	5.8%	7.7%	5.2%	4.4%	6.0%	5.8%	0.0%	5.8%	0.0%	4.7%	4.7%	65.0%	7.6%	4.7%
TAKS (Acc) Only	2.3%	1.2%	2.1%	0.8%	0.0%	0.0%	1.9%	0.0%	0.0%	0.0%	1.6%	1.6%	10.0%	1.5%	0.0%
TAKS-M Only	3.3%	2.8%	2.8%	3.2%	2.2%	6.0%	1.9%	0.0%	3.3%	0.0%	3.1%	3.1%	40.0%	5.3%	2.3%
TAKS-Alt Only	0.8%	0.7%	0.3%	0.4%	0.0%	0.0%	1.0%	0.0%	0.8%	0.0%	0.8%	0.0%	5.0%	0.0%	0.0%
Combination	1.3%	1.1%	1.3%	0.8%	2.2%	0.0%	1.0%	0.0%	1.7%	0.0%	1.7%	0.0%	10.0%	0.8%	2.3%

By Acct Status

Acct System	87.3%	89.7%	85.7%	86.3%	73.3%	89.3%	90.4%	85.7%	87.5%	85.8%	35.0%	86.3%	88.4%
Non-Acct System	11.2%	8.9%	13.6%	12.9%	26.7%	9.5%	9.6%	7.1%	12.5%	12.6%	65.0%	13.0%	7.0%
Mobile	4.7%	3.8%	7.2%	7.7%	22.2%	3.6%	3.8%	7.1%	6.7%	7.9%	0.0%	5.3%	2.3%
Non-Acct Test	6.4%	5.0%	7.3%	5.2%	4.4%	6.0%	5.8%	0.0%	5.8%	4.7%	65.0%	7.6%	4.7%
Hurricane Ike	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Not Tested

Absent	1.5%	1.5%	0.3%	0.8%	0.0%	1.2%	0.0%	7.1%	0.0%	1.6%	0.0%	0.8%	4.7%
IEP Exempt	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.9%	0.7%	0.3%	0.8%	0.0%	1.2%	0.0%	7.1%	0.0%	1.6%	0.0%	0.8%	4.7%
Hurricane Ike	0.4%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,132,150	6,536	252	248	45	84	104	14	120	127	20	131	43

2008 TAKS Participation (Grades 3-11)

Tested	98.4%	98.8%	99.7%	98.3%	100.0%	96.1%	100.0%	83.3%	100.0%	96.6%	100.0%	97.5%	89.5%
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By Program

TAKS (1 or more)	90.9%	94.1%	91.7%	91.0%	86.1%	87.0%	95.6%	83.3%	93.0%	89.1%	29.2%	86.0%	81.6%
Not on TAKS	7.3%	4.7%	7.8%	7.3%	13.9%	9.1%	4.4%	0.0%	7.0%	7.6%	70.8%	11.6%	7.9%
TAKS (Acc)	2.7%	1.0%	2.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

TAKS-M Only	2.9%	2.4%	2.2%	6.0%	13.9%	6.5%	3.5%	0.0%	4.4%	7.6%	58.3%	9.9%	2.6%	
TAKS-Alt Only	0.7%	0.5%	0.3%	0.4%	0.0%	0.0%	0.9%	0.0%	0.9%	0.0%	4.2%	0.0%	0.0%	
Combination	1.2%	0.8%	1.2%	0.9%	0.0%	2.6%	0.0%	0.0%	1.8%	0.0%	8.3%	1.7%	5.3%	
By Acct Status														
Acct System	87.1%	90.2%	85.6%	81.5%	77.8%	75.3%	87.7%	66.7%	86.0%	77.3%	25.0%	72.7%	71.1%	
Non-Acct System	11.3%	8.6%	14.1%	16.7%	22.2%	20.8%	12.3%	16.7%	14.0%	19.3%	75.0%	24.8%	18.4%	
Mobile	5.1%	4.6%	7.0%	9.4%	8.3%	11.7%	7.9%	16.7%	7.0%	11.8%	4.2%	13.2%	10.5%	
Non-Acct Test	6.2%	4.0%	6.9%	7.3%	13.9%	9.1%	4.4%	0.0%	7.0%	7.6%	70.8%	11.6%	7.9%	
Not Rested														
Absent	1.6%	1.2%	0.3%	1.7%	0.0%	3.9%	0.0%	16.7%	0.0%	3.4%	0.0%	0.0%	10.5%	
LRP Exempt	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Other	0.9%	0.6%	0.0%	1.7%	0.0%	3.9%	0.0%	16.7%	0.0%	3.4%	0.0%	0.0%	10.5%	
Total Count	3,075,682	6,106	269	233	36	77	114	0	6	114	24	121	38	

Progress of Prior Year TAKS Failers (Sum of Grades 4-11) (INCLUDES TAKS (Accommodated) For grade 11 only)

Percent of Failers Passing TAKS														
Reading/ELA	2009	49%	61%	46%	*	*	*	*	*	*	*	*	*	*
	2008	53%	59%	50%	*	*	*	*	*	*	*	*	*	*
Mathematics	2009	37%	53%	44%	45%	38%	*	*	*	60%	50%	*	44%	20%
	2008	36%	41%	54%	42%	< 1%	*	*	*	60%	29%	*	38%	*
Average TGI Growth														
Reading/ELA	2009	0.52	0.76	0.58	*	*	*	*	*	*	*	*	*	*
	2008	0.56	0.72	0.70	*	*	*	*	*	*	*	*	*	*
Mathematics	2009	0.38	0.59	0.42	0.89	0.82	*	*	*	0.38	1.04	*	1.06	0.83
	2008	0.34	0.47	0.48	0.14	-0.06	*	*	*	0.38	-0.03	*	0.09	*

Link to: Progress of Prior Year TAKS Failers, by Grade Level

Student Success Initiative

Grade 3 Reading (English and Spanish)

Students Requiring Accelerated Instruction														
	2009	10%	6%	8%	4%	5%	< 1%	*	11%	4%	4%	*	4%	4%
	2008	12%	5%	8%	8%	17%	2%	*	*	7%	8%	*	15%	32%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	94%	97%	96%	99%	97%	> 99%	*	> 99%	98%	98%	*	98%	96%
	2008	94%	98%	96%	97%	90%	> 99%	*	*	98%	96%	*	94%	83%
TAKS Failers Promoted by Grade Placement Committee														
	2008	65.2%	*	66.7%	*	-	-	-	-	*	*	*	*	*
	2007	53.6%	-	37.5%	-	-	-	-	-	-	-	-	-	-
TAKS Met Standard (Failed in Previous Year)														
Retained in Grade 3														
	2009	81%	*	*	*	*	*	*	*	*	*	*	*	*
	2008	80%	*	*	*	*	*	*	*	*	*	*	*	*

English Language Learners Progress Measure
(2011 Preview)

Year	2008-09	2007-08	2006-07
Attendance Rate	76%	86%	85%
	63%	63%	63%
	*	64%	*
			> 99%
			70%
			67%
			*
			62%
			65%

District Name: COLLEGE STATION ISD
 Campus Name: SOUTH KNOLL EL
 Campus #: 021901101

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2008-09 Campus Profile

Section II
 Total Students: 760
 Grade Span: EE - 04
 School Type: Elementary

STUDENT INFORMATION

Total Students:	Count	Percent	Campus Group	District	State
760	760	100.0%	21,505	9,712	4,728,204

Students By Grade:	Count	Percent	Campus Group	District	State
Pre-Kindergarten	11	1.4%	0.4%	0.3%	0.3%
Kindergarten	83	10.9%	4.9%	2.4%	4.2%
Grade 1	157	20.7%	13.2%	8.4%	7.7%
Grade 2	131	17.2%	13.7%	8.0%	8.0%
Grade 3	129	17.0%	15.3%	8.1%	7.9%
Grade 4	126	16.6%	16.3%	8.0%	7.8%
Grade 5	123	16.2%	18.7%	8.0%	7.8%
Grade 6	0	0.0%	14.9%	7.6%	7.5%
Grade 7	0	0.0%	2.6%	7.3%	7.3%
Grade 8	0	0.0%	0.0%	7.1%	7.3%
Grade 9	0	0.0%	0.0%	7.5%	7.3%
Grade 10	0	0.0%	0.0%	8.0%	8.2%
Grade 11	0	0.0%	0.0%	7.0%	7.0%
Grade 12	0	0.0%	0.0%	6.6%	6.4%
				6.0%	5.8%

Ethnic Distribution:	Count	Percent	Campus Group	District	State
African American	120	15.8%	13.6%	14.1%	14.2%
Hispanic	279	36.7%	35.9%	17.2%	47.9%
White	308	40.5%	46.9%	59.3%	34.0%
Native American	2	0.3%	0.5%	0.3%	0.4%
Asian/Pac. Islander	51	6.7%	3.1%	9.1%	3.6%

Economically Disadvantaged	Count	Percent	Campus Group	District	State
Limited English Proficient (LEP)	448	58.9%	58.9%	31.4%	56.7%
Students w/Disciplinary Placements (2007-08)	183	24.1%	15.4%	6.4%	16.9%
At-Risk	0	0.0%	0.3%	1.4%	2.1%
Mobility (2007-08)	398	52.4%	43.1%	30.5%	48.3%
Number of Students per Teacher	111	20.6%	17.9%	14.0%	19.8%
	14.3	n/a	14.7	14.5	14.4

Retention Rates by Grade:

Grade	Campus	Group	District	State	Campus	Group	District	State
Kindergarten	10.8%	4.5%	4.7%	2.6%	11.1%	14.8%	21.1%	11.7%
Grade 1	12.0%	5.6%	3.1%	5.5%	10.0%	10.5%	3.8%	10.5%
Grade 2	7.2%	2.2%	2.0%	3.2%	0.0%	4.4%	3.8%	4.7%
Grade 3	4.1%	2.2%	1.3%	2.5%	16.7%	3.7%	6.5%	3.0%

Grade	3.1%	0.9%	1.3%	1.3%	0.0%	0.8%	2.6%	1.3%
Grade 4	-	2.0%	1.4%	1.9%	-	1.3%	2.9%	2.4%
Grade 5	-	0.9%	0.3%	0.9%	-	0.9%	3.4%	1.6%
Grade 6	-	-	0.6%	1.4%	-	-	1.6%	2.2%
Grade 7	-	-	0.8%	1.7%	-	-	7.1%	3.3%
Grade 8	-	-	-	-	-	-	-	-

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	19.6	19.0	19.3	19.0
Grade 1	17.4	19.0	18.9	19.0
Grade 2	19.0	19.1	19.6	19.3
Grade 3	17.2	18.8	19.1	19.3
Grade 4	21.8	19.2	19.7	19.7
Grade 5	-	21.4	20.5	22.1
Grade 6	-	23.3	22.4	21.5
Mixed Grades	-	17.5	-	21.8
Secondary: English/Language Arts	-	-	21.8	19.8
Foreign Languages	-	-	22.7	21.1
Mathematics	-	-	23.0	19.6
Science	-	-	23.7	20.5
Social Studies	-	-	24.6	21.7

STAFF INFORMATION

	Count	Percent	Campus Group	District	State
Total Staff:	84.8	100.0%	100.0%	100.0%	100.0%
Professional Staff:	63.8	75.2%	82.6%	61.3%	62.9%
Teachers	53.2	62.8%	71.1%	50.6%	50.7%
Professional Support	8.5	10.0%	8.0%	7.3%	8.4%
Campus Admin. (School Leader.)	2.0	2.4%	3.4%	2.3%	2.8%
Educational Aides:	21.0	24.8%	17.4%	11.9%	9.7%
Total Minority Staff:	22.0	26.0%	15.2%	24.1%	43.8%

Teachers By Ethnicity and Sex:

African American	1.0	1.9%	3.6%	2.8%	9.7%
Hispanic	9.0	16.9%	7.5%	5.8%	22.1%
White	43.2	81.2%	87.9%	91.0%	66.7%
Native American	0.0	0.0%	0.2%	0.0%	0.3%
Asian/Pacific Islander	0.0	0.0%	0.8%	0.4%	1.3%
Males	1.5	2.8%	5.9%	15.5%	22.9%
Females	51.7	97.2%	94.1%	84.5%	77.1%

Teachers by Years of Experience:

Beginning Teachers	3.0	5.6%	5.6%	6.1%	7.3%
1-5 Years Experience	11.0	20.7%	29.0%	24.0%	30.5%
6-10 Years Experience	13.1	24.6%	20.6%	19.7%	20.0%
11-20 Years Experience	15.0	28.2%	25.2%	29.0%	23.7%
Over 20 Years Experience	11.1	20.9%	19.6%	21.1%	18.6%

Campus	Campus Group	District	State
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Average Years Experience of Teachers: 12.9 yrs.
 Average Years Experience of Teachers with District: 8.4 yrs.
 Average Teacher Salary by Years of Experience: 11.7 yrs.
 (regular duties only) 8.1 yrs.
 Beginning Teachers \$37,000 \$39,681 \$40,372
 1-5 Years Experience \$38,226 \$41,297 \$42,463
 6-10 Years Experience \$41,958 \$43,857 \$45,035
 11-20 Years Experience \$47,609 \$47,626 \$49,083
 Over 20 Years Experience \$61,981 \$55,434 \$57,325

Average Actual Salaries (regular duties only):
 Teachers \$46,691 \$46,104 \$47,159
 Professional Support \$48,188 \$50,838 \$55,819
 Campus Administration (School Leadership) \$60,000 \$67,641 \$68,218

Contracted Instructional Staff (not incl. above): 0.0 3.4 3.5 2,034.5

ACTUAL OPERATING EXPENDITURE INFORMATION
 (2007-08)

By Function:	General Fund		Campus		All Funds		Campus Group	
	Percent	Per Student	Percent	Per Student	Percent	Per Student	Percent	Per Student
Total Operating Expenditures	\$3,482,801	100.0%	\$4,337,197	100.0%	\$125,901,571	100.0%	\$6,082	
Instruction (11,95)	\$2,661,971	76.4%	\$4,102	76.1%	\$93,488,752	74.3%	\$4,516	
Instructional-Related Services (12,13)	\$122,806	3.5%	\$189	3.1%	\$4,525,130	3.6%	\$219	
Instructional Leadership (21)	\$70,321	2.0%	\$108	1.6%	\$1,699,302	1.3%	\$82	
School Leadership (23)	\$225,289	6.5%	\$347	5.2%	\$7,926,496	6.3%	\$383	
Support Services-Student (31,32,33)	\$147,087	4.2%	\$227	3.4%	\$6,058,663	4.8%	\$293	
Other Campus Costs (35,36,51,52,53)	\$255,327	7.3%	\$393	10.6%	\$12,203,208	9.7%	\$590	
By Program:								
Total Operating Expenditures	\$3,227,474	100.0%	\$4,973	100.0%	\$113,492,531	100.0%	\$5,483	
Bilingual/ESL Education (25)	\$332,160	10.3%	\$512	8.8%	\$3,852,455	3.4%	\$186	
Career & Technical Education (22)	\$0	0.0%	\$0	0.0%	\$5,095	0.0%	\$0	
Accelerated Education (24,30)	\$163,196	5.1%	\$251	19.0%	\$11,623,927	10.2%	\$562	
Gifted & Talented Education (21)	\$64,648	2.0%	\$100	1.7%	\$1,276,331	1.1%	\$62	
Regular Education (11)	\$2,267,853	70.3%	\$3,494	58.7%	\$80,507,144	70.9%	\$3,889	
Special Education (23)	\$399,617	12.4%	\$616	11.8%	\$16,227,579	14.3%	\$784	
Other (26,28,29)	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	

PROGRAM INFORMATION

Student Enrollment by Program:	Campus		Campus Group	District	State
	Count	Percent			
Bilingual/ESL Education	290	38.2%	14.6%	8.7%	16.0%
Career & Technical Education	0	0.0%	0.0%	26.7%	21.4%
Gifted & Talented Education	26	3.4%	4.8%	10.3%	7.5%
Special Education	58	7.6%	9.7%	8.2%	9.4%
Teachers by Program (population served):					
Bilingual/ESL Education	15.0	28.2%	4.7%	3.8%	7.5%
Career & Technical Education	0.0	0.0%	0.0%	3.8%	3.9%
Compensatory Education	5.0	9.4%	5.9%	6.4%	3.6%
Gifted & Talented Education	1.0	1.9%	1.0%	4.2%	2.0%
Regular Education	29.0	54.5%	80.1%	69.2%	70.4%
Special Education	3.2	6.1%	8.2%	8.7%	9.7%

Other	0.0	0.0%	0.1%	3.9%	2.9%
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 'n/a'
 Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
 Indicates results are masked due to small numbers to protect student confidentiality.
 Indicates zero observations reported for this group.
 Indicates data reporting is not applicable for this group.

[Link to 2008-09 Campus Comparable Improvement Report](#)
[Link to 2007-08 AEIS Report](#)

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Selected AHIS Campus Data
A Multi-Year History for 1994-2002

021901101
Campus Name: SOUTH KNOLL EL
District Name: COLLEGE STATION ISD
County Name: BRAZOS

	Campus											District		State
	1994	1995	1996	1997	1998	1999	2000	2001	2002	Change 1994-2002	Change 1994-2002	Change 1994-2002		
AAS All Tests Taken	1994	1995	1996	1997	1998	1999	2000	2001	2002	Change 1994-2002	Change 1994-2002	Change 1994-2002		
All Students	66.1%	71.5%	69.3%	74.1%	78.9%	87.9%	93.2%	87.4%	86.4%	+20.3%	+22.5%	+29.7%		
African American	0.0%	35.7%	20.0%	40.0%	55.0%	66.7%	83.3%	75.0%	60.0%	+60.0%	+44.9%	+43.9%		
Hispanic	68.8%	76.2%	62.5%	77.8%	66.7%	79.2%	90.9%	79.3%	77.5%	+8.7%	+26.4%	+38.6%		
White	70.8%	73.0%	71.4%	77.3%	83.1%	91.0%	95.6%	89.7%	92.7%	+21.9%	+21.9%	+23.1%		
Econ Disadv	57.1%	67.2%	66.1%	55.8%	66.7%	82.8%	84.4%	76.7%	79.1%	+22.0%	+33.2%	+39.2%		
AAS Reading	1994	1995	1996	1997	1998	1999	2000	2001	2002	Change 1994-2002	Change 1994-2002	Change 1994-2002		
All Students	84.3%	90.2%	79.5%	83.4%	89.0%	96.6%	97.4%	93.8%	93.3%	+9.0%	+9.4%	+14.8%		
African American	41.7%	64.3%	26.7%	66.7%	75.0%	73.3%	90.0%	87.5%	85.0%	+43.3%	+29.7%	+26.5%		
Hispanic	87.5%	95.2%	70.8%	88.9%	83.3%	100.0%	95.5%	88.5%	86.8%	-0.7%	+15.4%	+22.0%		
White	88.3%	92.6%	83.7%	85.5%	91.3%	98.5%	100.0%	95.1%	96.7%	+8.4%	+8.1%	+9.1%		
Econ Disadv	72.7%	87.5%	69.0%	72.1%	80.4%	94.5%	90.2%	84.5%	86.4%	+13.7%	+18.5%	+23.1%		
AAS Mathematics	1994	1995	1996	1997	1998	1999	2000	2001	2002	Change 1994-2002	Change 1994-2002	Change 1994-2002		
All Students	69.3%	74.6%	78.7%	81.2%	85.5%	90.5%	94.3%	91.4%	92.8%	+23.5%	+23.4%	+32.2%		
African American	8.3%	42.9%	33.3%	46.7%	70.0%	73.3%	90.9%	87.5%	70.0%	+61.7%	+52.7%	+48.4%		
Hispanic	75.0%	75.0%	66.7%	83.3%	82.4%	82.6%	95.5%	85.7%	87.2%	+12.2%	+27.6%	+43.0%		
White	72.7%	75.2%	83.2%	84.0%	87.6%	93.2%	95.6%	92.4%	97.5%	+24.8%	+21.7%	+23.2%		
Econ Disadv	58.8%	69.8%	79.7%	67.4%	82.1%	86.0%	88.6%	86.2%	84.8%	+26.0%	+38.5%	+43.9%		
AAS Writing	1994	1995	1996	1997	1998	1999	2000	2001	2002	Change 1994-2002	Change 1994-2002	Change 1994-2002		
All Students	92.9%	92.7%	81.2%	85.7%	92.4%	93.5%	96.3%	96.7%	90.4%	-2.5%	+3.5%	+9.7%		
African American	83.3%	87.5%	62.5%	93.3%	80.0%	81.8%	*	83.3%	70.0%	+13.3%	+15.2%	+18.7%		
Hispanic	83.3%	100.0%	83.3%	90.0%	75.0%	87.5%	93.8%	93.3%	94.4%	+11.1%	+6.6%	+14.1%		
White	95.6%	93.2%	80.6%	88.1%	96.5%	95.9%	98.0%	98.5%	92.1%	-3.5%	+3.1%	+6.3%		
Econ Disadv	85.7%	90.0%	80.0%	75.0%	85.7%	90.6%	88.9%	92.9%	92.9%	+7.2%	+6.5%	+15.0%		
AAS Social Studies	1994	1995	1996	1997	1998	1999	2000	2001	2002	Change 1994-2002	Change 1994-2002	Change 1994-2002		
All Students	-	-	-	-	-	-	-	-	-	-	+10.0%	+17.8%		
Annual Dropout Rate, gr. 7-12	1994	1995	1996	1997	1998	1999	2000	2001	2002	Change 1994-2002	Change 1994-2002	Change 1994-2002		
All Students	-	-	-	-	-	-	-	-	-	-	-0.8%	-1.8%		
African American	-	-	-	-	-	-	-	-	-	-	-2.3%	-2.3%		
Hispanic	-	-	-	-	-	-	-	-	-	-	+0.4%	-2.8%		
White	-	-	-	-	-	-	-	-	-	-	-0.8%	-1.2%		
Econ Disadv	-	-	-	-	-	-	-	-	-	-	+0.9%	-1.9%		
Attendance Rate, gr. 1-12	1994	1995	1996	1997	1998	1999	2000	2001	2002	Change 1994-2002	Change 1994-2002	Change 1994-2002		
All Students	96.8%	97.1%	96.8%	96.7%	96.8%	96.2%	97.0%	96.9%	97.1%	+0.3%	+1.4%	+0.6%		
Campus Student Composition	1994	1995	1996	1997	1998	1999	2000	2001	2002	Change 1994-2002	Change 1994-2002	Change 1994-2002		
African American	10.6%	10.0%	10.5%	12.0%	10.9%	10.3%	11.2%	9.9%	9.8%	-0.8%	-2.5%	-2.3%		
Hispanic	11.1%	12.8%	13.0%	15.2%	14.9%	20.3%	20.8%	20.5%	22.3%	+11.2%	+11.2%	+11.2%		
White	64.8%	62.5%	60.9%	62.0%	65.9%	60.7%	56.5%	60.6%	58.9%	-14.1%	-14.1%	-14.1%		
Econ Disadv	38.7%	44.1%	42.9%	39.3%	41.9%	45.5%	44.4%	39.1%	42.9%	+4.2%	+4.2%	+4.2%		

Campus: 021901101
 Campus Name: SOUTH KNOLL EL
 District Name: COLLEGE STATION ISD
 County Name: BRAZOS

Selected ABEIS Campus Data
 A Multi-Year History for 2003-2009

	2003	2004	2005	2006	2007	2008	2009	Campus Change 2003-09	District Change 2003-09	State Change 2003-09
TAKS All Tests Taken										
All Students	75%	84%	80%	88%	81%	81%	84%	+9%	+16%	+27%
African American	35%	40%	71%	> 99%	58%	68%	70%	+35%	+30%	+32%
Hispanic	69%	73%	60%	73%	70%	71%	77%	+8%	+25%	+33%
White	81%	91%	86%	94%	91%	90%	93%	+12%	+15%	+25%
Economically Disadvantaged	60%	75%	62%	76%	64%	64%	77%	+17%	+29%	+31%
TAKS Reading/ELA										
All Students	89%	91%	94%	95%	93%	93%	93%	+4%	+10%	+19%
African American	65%	50%	86%	> 99%	92%	96%	88%	+23%	+29%	+27%
Hispanic	87%	82%	89%	90%	84%	86%	89%	+2%	+17%	+25%
White	93%	98%	96%	97%	99%	96%	98%	+5%	+7%	+13%
Economically Disadvantaged	77%	82%	85%	90%	86%	86%	91%	+14%	+25%	+26%
TAKS Mathematics										
All Students	80%	88%	85%	89%	83%	85%	89%	+9%	+12%	+25%
African American	41%	40%	71%	> 99%	61%	68%	79%	+38%	+27%	+30%
Hispanic	76%	85%	65%	75%	74%	77%	84%	+8%	+23%	+31%
White	86%	92%	91%	96%	93%	93%	96%	+10%	+10%	+19%
Economically Disadvantaged	70%	78%	74%	79%	67%	71%	84%	+14%	+24%	+30%
TAKS Writing										
All Students	81%	96%	88%	96%	93%	99%	92%	+11%	+10%	+15%
African American	38%	> 99%	*	*	80%	> 99%	92%	+54%	+33%	+23%
Hispanic	82%	> 99%	77%	96%	88%	97%	92%	+10%	+12%	+21%
White	84%	95%	90%	95%	98%	> 99%	92%	+8%	+8%	+9%
Economically Disadvantaged	62%	95%	74%	93%	87%	97%	91%	+29%	+27%	+22%
TAKS Social Studies										
All Students	*	*	*	*	*	*	*	-	+5%	+17%
African American	*	*	*	*	*	*	*	-	+20%	+24%
Hispanic	*	*	*	*	*	*	*	-	+9%	+24%
White	*	*	*	*	*	*	*	-	+4%	+11%
Economically Disadvantaged	*	*	*	*	*	*	*	-	+17%	+25%
TAKS Science										
All Students	*	*	*	*	*	*	*	-	+17%	+36%
African American	*	*	*	*	*	*	*	-	+31%	+42%
Hispanic	*	*	*	*	*	*	*	-	+25%	+43%
White	*	*	*	*	*	*	*	-	+16%	+30%
Economically Disadvantaged	*	*	*	*	*	*	*	-	+31%	+43%
								Change	Change	Change
								2007-09	2007-09	2007-09
Annual Dropout Rate, gr. 7-8										
All Students	-	-	-	-	-	-	-	-	0.0%	-0.1%
African American	-	-	-	-	-	-	-	-	0.0%	-0.3%
Hispanic	-	-	-	-	-	-	-	-	+0.5%	-0.2%
White	-	-	-	-	-	-	-	-	-0.1%	-0.1%
Economically Disadvantaged	-	-	-	-	-	-	-	-	0.0%	-0.2%
Annual Dropout Rate, gr. 7-12										
All Students	-	-	-	-	-	-	-	-	-0.3%	-0.4%
African American	-	-	-	-	-	-	-	-	+1.0%	-0.3%
Hispanic	-	-	-	-	-	-	-	-	-0.3%	-0.5%
White	-	-	-	-	-	-	-	-	-0.5%	-0.2%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-0.6%	-0.4%
Completion Rate I, gr. 9-12										
All Students	-	-	-	-	-	-	-	-	-0.2%	-0.9%
African American	-	-	-	-	-	-	-	-	+1.8%	-2.2%
Hispanic	-	-	-	-	-	-	-	-	+0.1%	-0.8%
White	-	-	-	-	-	-	-	-	+0.1%	-0.2%
Economically Disadvantaged	-	-	-	-	-	-	-	-	+5.7%	-1.2%
Campus Student Composition										
African American	10.8%	9.5%	8.8%	12.9%	16.6%	15.7%	15.8%			
Hispanic	25.3%	26.5%	30.7%	34.2%	33.3%	34.7%	36.7%			
White	56.2%	55.2%	52.1%	46.3%	45.0%	44.5%	40.5%			
Economically Disadvantaged	45.4%	46.6%	46.4%	50.0%	56.2%	54.2%	58.9%			

1 TAKS results are shown at the Panel Recommended student passing standard.
 Grade 8 Science and selected TAKS (Accommodated) are included where appropriate in 2008 & 2009 only.
 2003 TAKS results are based on the current accountability subset criteria.
 Dropout and completion rates between 2003 and 2006 are not comparable to 2007 and later due to a change in the
 2003 dropout definition, so change calculations are based on the change from 2007 to 2009.

T E X A S E D U C A T I O N A G E N C Y
Adequate Yearly Progress Campus Data Table

Final 2009 AYP Results

ampus Name: SOUTH KNOLL EL (021901101) COLLEGE STATION
tutis: Recognized, Meets AYP

9-10 School Improvement Program Requirement: None

Performance: Reading/EIA (AYP Target: 67%)

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
AYP Proficiency Rate								
008-09 Assessments								
Met Standard	208	31	68	97	109	16	40	n/a
Number Tested	226	*	78	*	121	*	48	41
% Met Standard	92%	89%	87%	97%	90%	84%	83%	n/a
Student Group %	100%	*	35%	*	54%	*	n/a	18%

Performance Improvement/Safe Harbor

007-08 Assessments

Met Standard	189	*	56	100	86	17	23	n/a
Number Tested	204	*	66	104	99	20	31	31
% Met Standard	93%	97%	85%	96%	87%	85%	74%	n/a
Change in % Met Standard	-1	-8	2	1	3	-1	9	

008-09 AYP Proficiency Rate Including the Texas Projection Measure (TPM)

Met Standard or TPM	218	*	71	*	116	*	42	
Number Tested	226	*	78	*	121	*	48	
% Met Standard or TPM	96%	>99%	91%	>99%	96%	95%	88%	

Special formats (*, >99%, <1%) are used to protect student confidentiality
indicates that the data are not available or applicable
dash (-) indicates there were no students in that group

T E X A S E D U C A T I O N A G E N C Y
Adequate Yearly Progress Campus Data Table

Final 2009 AYP Results

ampus Name: SOUTH KNOLL EL (021901101) COLLEGE STATION
tutis: Recognized, Meets AYP

19-10 School Improvement Program Requirement: None

Performance: Mathematics (AYP Target: 58%)

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
AYP Proficiency Rate								
008-09 Assessments								
Met Standard	198	27	65	95	101	14	38	n/a
Number Tested	227	35	79	*	122	19	49	42
% Met Standard	87%	77%	82%	95%	83%	74%	78%	n/a
Student Group %	100%	15%	35%	*	54%	8%	n/a	19%

Performance Improvement/Safe Harbor

007-08 Assessments

	Met Standard	Number Tested	% Met Standard	Change in % Met Standard
007-08 Assessments	170	21	81%	3
Met Standard	203	30	68%	7
Number Tested	84%	70%	75%	7
% Met Standard				3
Change in % Met Standard				11
				-6
				17

008-09 AYP Proficiency Rate including the Texas Projection Measure (TPM)

	Met Standard or TPM	Number Tested	% Met Standard or TPM
Met Standard or TPM	208	31	67%
Number Tested	227	35	79%
% Met Standard or TPM	92%	89%	84%
			99%
			89%
			79%
			80%

cial formats ('*', '>99%', '<1%') are used to protect student confidentiality
indicates that the data are not available or applicable
dash (-) indicates there were no students in that group

T E X A S E D U C A T I O N A G E N C Y
Adequate Yearly Progress Campus Data Table

Final 2009 AYP Results

ampus Name: SOUTH KNOLL EL (021901101) COLLEGE STATION
tus: Recognized, Meets AYP

19-10 School Improvement Program Requirement: None

All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
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Participation: Reading/ELA (AYP Target: 95%)

008-09 Assessments	Number Participating	*	*	*	*	*	*
	Total Students	*	*	*	*	*	*
	Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%
	Student Group %	*	*	*	*	*	*

007-08 Assessments	Number Participating	*	*	*	*	*	*
	Total Students	*	*	*	*	*	*
	Participation Rate	99%	>99%	>99%	>99%	>99%	95%

Participation: Mathematics (AYP Target: 95%)

008-09 Assessments	Number Participating	*	*	*	*	*	*
	Total Students	*	*	*	*	*	*
	Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%
	Student Group %	*	*	*	*	*	*

007-08 Assessments	Number Participating	*	*	*	*	*	*
	Total Students	*	*	*	*	*	*
	Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%

cial formats ('*', >99%, <1%) are used to protect student confidentiality
indicates that the data are not available or applicable
dash (-) indicates there were no students in that group

T E X A S E D U C A T I O N A G E N C Y
Adequate Yearly Progress Campus Data Table

Final 2009 AYP Results

Campus Name: SOUTH KNOLL EL (021901101) COLLEGE STATION
District: Recognized, Meets AYP

19-10 School Improvement Program Requirement: None

	All Students		African American	Hispanic	White	Econ. Disadv.	Special Education (Measure)	IHP (Students)
	Attendance Rate	2007-08 (AYP Target: 90%)						
Days Present	80,839	13,768	26,100	36,880	41,801	7,884	14,668	
Days Membership	83,935	14,322	27,008	38,376	43,522	8,249	15,079	
Attendance Rate	96.3%	96.1%	96.6%	96.1%	96.0%	95.6%	97.3%	
Student Group %	100%	17%	32%	46%	52%	10%	18%	
Attendance Rate 2006-07	78,983	11,792	25,144	38,564	40,344	9,195	12,905	
Days Present	81,795	12,458	25,926	39,860	42,018	9,660	13,250	
Days Membership	96.6%	94.7%	97.0%	96.7%	96.0%	95.2%	97.4%	
Attendance Rate	100%	15%	32%	49%	51%	12%	16%	
Student Group %	-0.3	1.4	-0.4	-0.6	0.0	0.4	-0.1	
Change								

2009 AYP Explanation Table

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	IHP
Performance: Reading/ELA	+	-	+	+	+	-	-
Performance: Math	+	-	+	+	+	-	-
Participation: Reading/ELA	+	-	+	+	+	-	-
Participation: Math	+	-	+	+	+	-	-
Other: Graduation Rate	-						
Other: Attendance Rate	+						

Meets AYP
Not Evaluated for AYP due to not meeting minimum size criteria, alternative not used, or the measure is not applicable
Missed AYP for this performance measure due to the 2% and/or the 1% federal caps
Missed AYP for this measure

South Knoll Elementary Parent-School Compact 2010-2011



As a Teacher, I/We will encourage and support students' learning in this school by doing the following:

- Teaching classes through interesting and challenging lessons that promote student achievement.
- Having high expectations and helping every child develop a love of learning.
- Communicating regularly with families about student progress.
- Providing necessary assistance to parents so they can help their child learn.
- Showing respect for the school, students, staff and families.

As a student, I agree to carry out the following responsibilities to the best of my ability:

- Coming to school every day ready to learn and work hard.
- Reading with my teacher and/or parent(s) on a regular basis.
- Respecting the school, classmates, staff, and families.
- Working hard to do my best in class and complete my homework.
- Discussing with my parents the events of my school day.
- Respecting and obeying all adults in school and following the school rules.

As a Parent or guardian, I agree to be responsible for my child in the following ways as he/she learns to improve reading and math skills:

- Finding out how my child is doing by attending conferences, looking at my child's schoolwork, or calling the school.
- Spending time each day with my child reading, writing, listening, or just talking.
- Participating in school activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Seeing that my child attends school regularly, is rested and on time.
- Showing respect the school, staff, students, and families.



Student

Teacher

Parent/Guardian

Ten Components of a Title I Schoolwide Program

1. A **comprehensive needs assessment** of the entire school (including taking into account the needs of migratory children) that is based on information on the performance of children in relation to the state content and student performance standards.
2. **Schoolwide reform strategies** that—
 - provide opportunities for all children to meet the state's proficient and advanced levels of student performance;
 - use effective methods and instructional strategies that are based on scientifically based research that—
 - strengthen the core academic program in the school;
 - increase the amount and quality of learning time, such as providing an extended school year, before- and after-school and summer programs, and help provide an enriched and accelerated curriculum; and
 - include strategies for meeting the educational needs of historically underserved populations.
 - include strategies to address the needs of all children in the school, but particularly the needs of children of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include—
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - the integration of vocational and technical education programs; andaddress how the campus will determine if such needs have been met; and
- are consistent with, and are designed to implement, the state and local improvement plans, if any.
3. Instruction by **highly qualified teachers**.

4. High-quality, ongoing **professional development** for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.
5. Strategies to attract **high-quality highly qualified teachers** to high-need schools.
6. Strategies to increase **parental involvement** in accordance with Section 1118, such as family literacy services.
7. Plans for assisting preschool children in the **transition from early childhood programs**, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
8. Measures to **include teachers in the decisions** regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the performance of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with **effective, timely additional assistance**, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration occurs between federal, state, and local services and programs, including programs under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Proposed regulations group the schoolwide **components into four primary categories:**

- Schoolwide reform strategies
- Instruction by highly qualified teachers
- Parent involvement
- Additional support

Transition is a fifth category if the campus has an early childhood program.

Proposed regulations also specify that LEAs are required to address the needs of all children in the school but particularly the needs of students furthest away from demonstrating proficiency.

Approved
April 20, 2010

College Station Independent School District

**DISTRICT IMPROVEMENT PLAN
2010-11**

2010-2011 District Improvement Plan
2010-2011 District Improvement Plan
Executive Summary

The Districtwide Educational Improvement Council considered a great deal of student performance data and other data as we crafted the new District Improvement Plan (DIP). The committee looked at the TAKS performance by student group for each subject and compared CSISD scores to overall state scores. We looked at district and state comparisons for those students passing the test and those students earning commended performance on the tests as well.

Assessment results improved in 2009 in the areas of math and science. District performance held steady at 96% of all students passing TAKS Reading/ELA, Writing and Social Studies. Math scores improved two percentage points to 92% in math and five percentage points to 89% in science. The committee observed that the African American scores did not meet the performance levels of their peers throughout the state in only one area (science).

The committee also compared the gaps between white student performance and other student groups (African American, Hispanic and economically disadvantaged) for the past two years. The goal was for the performance gap between white students and the other student groups to decrease in 2009 when compared to 2008. The gaps did decrease in all subjects for African American and Economically Disadvantaged student groups. The gap decreased for Hispanic students in the area of math.

Another major focus of the DIP is ensuring that all student groups are not over-represented or under-represented in many of our educational programs. To that end we looked at the percentage of students in each student group (1) in advanced courses, (2) nominated for gifted and talented testing, and (3) referred for and receiving special education services. Improvement was made in the percentage of African American and Hispanic students in advanced courses. The percentage of African American students referred for special education testing dropped from 36.3% in 2007 to 29.1% in 2008; however, the referral rate increased to 34% in 2009. The committee felt the district needs to continue making improvements in these three areas, so they were included in the 2010-11 DIP.

Key Components

- ▶ **AVTD**
 - Goal 1 Academic Success: Objective D2
 - Goal 2 Unique Needs: Objective A1,E2
 - Goal 3 Scientific Research: Objective B3
 - Goal 4 Parent and Community: Objective C4
- ▶ **Achieve Texas**
 - Goal 1 Academic Success: Objective E1
 - Goal 4 Parents and Community: Objective C3
- ▶ **At-Risk**
 - Goal 1 Academic Success: Objective A3
- ▶ **Campus Improvement Planning**
 - Goal 1 Academic Success: Objective B2
- ▶ **Career Technology (CATE)**
 - Goal 1 Academic Success: Objective E6
- ▶ **Cognitive Tutor**
 - Goal 1 Academic Success: Objective C4
- ▶ **Communication**
 - Goal 4 Parents and Community: Objective B1, E1, E2
- ▶ **Conscious Discipline/Foundations**
 - Goal 2 Unique Needs: Objective C5, D6
 - Goal 5 Safe, Supportive Environment: Objective B3
- ▶ **Coordinated Behavior Management Plan**
 - Goal 5 Safe, Supportive Environment: Objective B1, B2, B3, B4, C1, C2
- ▶ **Curriculum Alignment**
 - Goal 1 Academic Success: Objective A4
 - Goal 3 Scientific Research: Objective A1, A2

Key Components

▶ Differentiated Instruction

- Goal 1 Academic Success
- Goal 2 Unique Needs
- Goal 3 Scientific Research

Objective A10, B5, C6
Objective A4, C6
Objective B8

▶ Differential Staffing

- Goal 1 Academic Success

Objective C1

▶ Dropout Prevention

- Goal 1 Academic Success:

Objective A3

▶ Dual Credit

- Goal 1 Academic Success:

Objective E5

▶ Evaluate Student Achievement

- Goal 1 Academic Success:

Objective A1

▶ Grading Guidelines

- Goal 2 Unique Needs

Objective C4

▶ Health

- Goal 2 Unique Needs

Objective D1, D3, D4

▶ Instructional Technology

- Goal 3 Scientific Research:

Objective B7

▶ Long Range Educational Planning

- Goal 1 Academic Success

Objective B1

▶ Parents and Outreach Initiatives

- Goal 1 Academic Success:
- Goal 4 Parents and Community:

Objective E3
Objective A1, A2, A3, B2, B3, C1, D1, D2

▶ Post-Secondary Transition Awareness

- Goal 1 Academic Success:
- Goal 4 Parents and Community:

Objective E2
Objective C2

Key Components

- ▶ **Professional Learning Communities**
 - Goal 1 Academic Success: Objective A6, B3, D1
 - Goal 2 Unique Needs: Objective E1
 - Goal 3 Scientific Research: Objective B2
- ▶ **Response To Intervention (RTI)**
 - Goal 1 Academic Success: Objective A8, A9, C5
 - Goal 2 Unique Needs: Objective C5
 - Goal 3 Scientific Research: Objective B10
- ▶ **Safari Montage**
 - Goal 1 Academic Success: Objective A5, B4, C3
 - Goal 3 Scientific Research: Objective A3, B9
- ▶ **School Safety**
 - Goal 5 Safe, Supportive Environment: Objective A1, A2, A3
- ▶ **Staff Development for ESL/Bilingual**
 - Goal 3 Scientific Research: Objective B6
- ▶ **Technology Training**
 - Goal 3 Scientific Research: Objective B7
- ▶ **Ten Components of School-wide Campus**
 - Goal 1 Academic Success: Objective A7
- ▶ **Universal Screening**
 - Goal 1 Academic Success: Objective A2
 - Goal 2 Unique Needs: Objective C1

Goal 1: All Students Will Achieve Academic Success

Objective A: All students will pass the Texas Assessment of Knowledge and Skills in 2010-11.

Goal	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
A1	The district will evaluate student achievement in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technology Education and students in at risk situations	- Deputy Supt for Administrative Services - C&I Directors	Staff Time	Completed by October 2010	- Programs evaluated and analyzed and all students pass the TAKS.
A2	Continue Universal screenings of preK-8 students to identify students at risk. Continue to evaluate most appropriate screener for math.	- C&I Directors - Principals - Director for Head Start	\$30,000 IDEA/EIS \$2,000 Head Start \$22,000 Local	July-June	- Data will be evaluated to determine interventions for students.
A3	The district will provide support for the students at risk of dropping out of school by providing supplemental instruction through instructional resources and staff development resources, including through an alternative education program	- Dir. for Special Programs - Principals	\$937,210.39 State Comp Ed Funds to include at least 18.5 teaching units	July-June	- Completion rate at 95% or higher, drop-out rate for grades 7-8 below 1%, all students pass the state mandated exams
A4	Continue alignment of curriculum to the State standards in the core subject areas	- Dir. for Curriculum - Deputy Supt for C&I	\$24,000 Title II Funds	July-June	- Scope and sequence designed and implemented
A5	Safari Montage home access piece added for teachers and training provided	- Director for Student Services - Director for Technology - Librarians	\$11,000 local	Summer 2010	- Home access granted - Employees trained - Program in full use as part of classroom instruction

Goal 1: All Students Will Achieve Academic Success

Objective A: All students will pass the Texas Assessment of Knowledge and Skills in 2010-11.

Goal	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
A5	Professional Learning Communities will provide the support structure to evaluate data, align curriculum and incorporate research-based instructional strategies.	- Deputy Supt for C&I - C&I Directors - Campus Principals - Campus Teachers	- Staff Time	July- June	- Staff development plans reflect team sessions - Student passing rate on 2010-11 TAKS
A6	Title I, Part A campuses will implement the ten components of a school-wide campus to maximize student learning and achievement	- Principals - Academic Coordinators	Title I, Part A Funds \$1,000,000	July- June	- Campus Improvement Plans
A7	Research-based interventions and progress monitoring will be provided for students at risk.	- C&I Directors - Principals	- Local funds - State Funds - ARI, AMI Funds - EIS Funds - Title I, III - Staff	July-June	- District will track interventions and progress made by students at risk
A8	The district will develop and implement an online RTI student data repository and reporting system	-Director for Instruction -Director for Technology	Staff Time	By August 15, 2010	- System is online and accessible for campus use
A9	Provide staff development for teachers that focuses on Differentiated Instruction for diverse learners.	-C&I Directors -Campus Principals	-Title II Part A -Local Funds - Title III - State ESL/ bilingual -State G/T funds	June-July	- Lessons utilizing Differentiated Instruction will be observed in classrooms - Reduced number of Special ed referrals, SIT meetings

Objective Evaluation A: All students will pass the Texas Assessment of Knowledge and Skills in 2010-11.

Goal 1: All Students Will Achieve Academic Success

Objective B: In all tested grade levels and subject areas, each African American, Hispanic and economically disadvantaged student group will exceed the state average on TAKS tests in their respective student group.

Goal	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
B1	Establish a culture of high expectations that is based on the <u>Long Range Educational Planning</u> belief statements.	- Superintendent - Deputy Supt for C&I - C&I Directors - Campus Principals	- Title II Funds - Local Funds	July-June	- High expectations reflected in Campus and District Improvement Plans
B2	Each campus principal will develop a clear and compelling academic/instructional focus based on campus needs identified through the <u>Campus Improvement Plan</u> process	- Exec Director for Accountability and Planning - Deputy Supt for C&I - Campus Principals	Staff Time	July-June	- Planning documents will reflect the principal's map for student success
B3	<u>Professional Learning Communities</u> will provide the support structure to evaluate data, align curriculum and incorporate research-based instructional strategies.	- Deputy Supt for C&I - C&I Directors - Campus Principals - Campus Teachers	- Staff Time	July- June	- Staff development plans reflect team sessions - Student passing rate on 2010-11 TAKS
B4	<u>Safari Montage</u> home access piece added for teachers and training provided	-Director for Student Services -Director for Technology -Librarians	\$11,000 local	Summer 2010?	- Home access granted - Employees trained - Program in full use as part of classroom instruction
B5	Provide staff development for teachers that focuses on <u>Differentiated Instruction</u> for diverse learners.	-C&I Directors -Campus Principals	-Title II Part A -Local Funds	June-July	- Lessons utilizing Differentiated Instruction will be observed in classes - Reduced number of Special ed referrals, SIT meetings

Objective Evaluation B: - The percentage of African American, Hispanic and economically disadvantaged students passing the TAKS tests in all subjects will exceed the state average in their respective student groups.

Goal 1: All Students Will Achieve Academic Success

Objective C: Student TAKS performance will reflect a reduced achievement gap.

Goal	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
C1	Differential staffing will be provided at two elementary Title I campuses to reduce the student-to-teacher ratio	- Superintendent - Deputy Supt for C&I - Campus Principals	-Title I Funds - Local Funds	July- June	- Student to teacher ratios will be reduced - Student passing rates on 2009-10 TAKS
C2	Research-proven interventions and progress monitoring will be provided for students at risk.	- C&I Directors - Principals	Local funds Staff	July-June	-District will track interventions and progress made by students at risk
C3	Safari Montage home access piece added for teachers and training provided	-Director for Student Services -Director for Technology -Librarians	\$11,000 local	Summer 2010?	- Home access granted - Employees trained - Program in full use as part of classroom instruction
C4	Implementation of Cognitive Tutor® classes with fidelity in grades 7, 8, Algebra I & II and Geometry.	-Dir. for Curriculum - Principals	\$48,000 High School Allotment \$10,000 Local Funds	July-June	- After implementation with fidelity, evaluate student performance data.
C5	The district will develop and implement an online RTI student data repository and reporting system	-Director for Instruction -Director for Technology	Staff Time	By August 15, 2010	- System is online and accessible for campus use
C6	Provide staff development for teachers that focuses on Differentiated Instruction for diverse learners.	-C&I Directors -Campus Principals	-Title II Part A -Local Funds	June-July	- Lessons utilizing Differentiated Instruction will be observed in classes - Reduced number of Special ed referrals, SIT meetings

Objective Evaluation C: Reduce the achievement gap between white students and African American, Hispanic, and economically disadvantaged students by 10% (not percentage points).

Goal 1: All Students Will Achieve Academic Success

Objective D: Commended Performance will exceed the State average.

Goal	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
D1	Professional Learning Communities will provide the support structure to evaluate data, align curriculum and incorporate research-based instructional strategies.	<ul style="list-style-type: none"> - Deputy Supt for C&I - C&I Directors - Campus Principals - Campus Teachers 	- Staff Time	July- June	<ul style="list-style-type: none"> - Staff development plans reflect team sessions - Student passing rate on 2010-11 TAKS
D2	Explore the expansion of AVID to grades 4 and 5.	<ul style="list-style-type: none"> - Deputy Supt for C&I - Dir. Special Programs - Elementary and Intermediate Principals 	TBD	July-Dec	<ul style="list-style-type: none"> - Proof of exploration of AVID in grades 4 & 5.

Objective Evaluation D: The percentage of all students and all student groups achieving commended performance on the TAKS tests in all subjects will exceed the state average in their respective student groups.

Goal 1: All Students Will Achieve Academic Success

Objective E: The district will provide higher education and career/technology education preparation and awareness for all students.

Goal	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
E1	Continue to research and develop a plan for implementation of <u>Achieve Texas</u> (Career Guidance)	- Director for CATE - Dir of Student Services - Counselors	Staff Time	July-June	- Document which reflects a plan for Achieve Texas (Career Guidance)
E2	Continue to enlist local businesses to recruit students with disabilities and support post- <u>secondary transition awareness</u> .	- Dir of Communications - Dir of Special Svcs - VAC teachers - SpEd Dept Head - Transition Coordinator	Staff Time	July-June	- List of new businesses that support students with disabilities as employees
E3	Continue collaboration with the TAMU <u>Early Outreach</u> program to identify and recruit students for <u>post secondary education</u>	- Dir. of Student Services	Staff Time	July-June	- Students recruited to attend post secondary education - Campus Guidance Plans - CATE Handbook
E4	The district will provide information regarding curriculum choices that prepare students for success beyond <u>high school</u> , including colleges, universities and technical schools	- Dir. for CATE - Dir. of Student Services - AVID teachers - Counselors - Principals	Staff Time	July-June	- Counseling Guidance Plans; Transition Plans; CATE Handbook; Counselor Handbook; Course Selection Guide
E5	Explore possibility of increasing <u>Dual Credit</u> hours for high school students	- Deputy Supt for C&I - High School Principal	Staff Time	July-Dec	- Possible increase in dual credit hours for students
E6	Implement and evaluate new CATE TEKS	- Director for CATE - CATE Teachers	CATE Funds \$15,000	Fall 2010	- CATE Advisory Committee will evaluate CATE clusters /courses - Evaluation documents

Goal 2: Educational Opportunities Will Meet the Unique Academic, Social and Emotional Needs of All Students

Objective A: The percentage of African American, Hispanic, and economically disadvantaged students enrolled in advanced classes will be representative of the CSISD school population.

Goal 2	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
A1	Explore the expansion of AVID to grades 4 and 5	- Deputy Supt for C&I - Dir. for Special Programs - Intermediate Principals	TBD	July-Dec	- Proof of exploration of AVID in grades 4 & 5.
A2	Fifth through eleventh grade African American, Hispanic and economically disadvantaged students will be identified, encouraged and counseled to participate in advanced courses	- Dir of Student Services - Counselors - Principals	Staff Time	August-January	- A list of students who are counseled to take advanced courses - Representative group of students in advanced classes
A3	Parents of 5-12 African American, Hispanic and economically disadvantaged students identified as candidates for advanced courses will be personally contacted	- Dir. of Student Services - Dir. of Special Programs - Counselors - Principals	Staff Time	July-December	- A list of parents contacted for their children to take advanced courses - Representative group of students in advanced classes
A4	Provide staff development for teachers that focuses on Differentiated Instruction for diverse learners.	-C&I Directors -Campus Principals	-Title II Part A -Local Funds -Title III - State ESL/ Bilingual funds	June-July	- Lessons utilizing Differentiated Instruction will be observed in classrooms - Reduced number of Special ed referrals, SIT meetings

Objective Evaluation A: Increase the proportion of African American, Hispanic, and economically disadvantaged students enrolled in advanced classes by 10%.

Goal 2: Educational Opportunities Will Meet the Unique Academic, Social and Emotional Needs of All Students

Objective B: Students nominated for Gifted and Talented/Enrichment will be representative of the CSISD student population.

Goal 2	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
B1	Explore options for including underrepresented student groups in activities leading to enrichment & G/T opportunities including AVID at the elementary level.	- Dir. for Special Programs - Dir. for Curriculum	\$10,000 Local Funds	July-January	- Increased representation of student groups participating in enrichment activities.
B2	Elementary and Intermediate campuses will include training on identification of diverse populations (such as LEP, special education, low SES, and African American & Hispanic students) for gifted and talented services as part of teacher 6 hour annual update	- Dir. of Special Programs - Enrichment Specialists - Principals	Staff Time	July-December	- Staff development agendas will be sent to the Director of Special Programs by January 4, 2011

Objective Evaluation B: Students nominated by CSISD staff for Gifted and Talented/Enrichment will be representative of the student population.

Goal 2: Educational Opportunities Will Meet the Unique Academic, Social and Emotional Needs of All Students

Objective C: Students identified for special education will be representative of the CSISD student population.

Goal	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
C1	Continue Universal screenings of preK-8 students to identify students at risk.	- Dir. for Instruction - Principals	\$30,000 IDEA/EIS \$2,000 Head Start \$22,000 Local	July-June	- Data will be evaluated to determine interventions for students.
C2	Provide staff development for teachers that focuses on the <u>intervention strategies</u> for diverse learners	- C&I Directors - Principals	- Bilingual/ESL Allotment - Title II, III funds - IDEA Part B funds	July-June	- Staff development provided - Sp Ed referrals as a percentage of enrollment will decrease
C3	Research-based <u>interventions</u> and <u>progress monitoring</u> will be provided for students at risk.	- C&I Directors - Principals	- Local funds - Staff - Title I, III - State funds - EIS funds	July-June	- District will track interventions and progress made by at risk students - Sp Ed referrals as a percentage of enrollment will decrease
C4	Expand <u>Special Services</u> program options at selected campuses to maintain feeder patterns where appropriate.	- Dir. of Special Services	- 1 FTE	July-June	- Selected Special Services programs are expanded in feeder patterns
C5	Provide <u>Conscious Discipline</u> ® / <u>Foundations</u> ® training and practice for all campuses	- Director of Head Start - Director of Instruction	- \$40,000 Title II Part A funds - ARRA Funds	July – June	- Sign in Sheets and Agendas - Classroom/campus wide observations
C4	<u>Grading Guidelines</u> will be reviewed and revised as needed on an annual basis	- Dep. Supt. For C&I - Grading Guideline Committee	Staff Time	Spring 2011	- Grading Guidelines documents

Goal 2: Educational Opportunities Will Meet the Unique Academic, Social and Emotional Needs of All Students

Objective C: Students identified for special education will be representative of the CSISD student population.

Goal 2	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
C5	The district will develop and implement an <u>online RTI</u> student data repository and reporting system	-Director for Instruction -Director for Technology	Staff Time	By August 15, 2010	- System is online and accessible for campus use
C6	Provide staff development for teachers that focuses on <u>Differentiated Instruction</u> for diverse learners.	-C&I Directors -Campus Principals	-Title II Part A -Local Funds	June-July	- Lessons utilizing Differentiated Instruction will be observed in classrooms - Reduced number of Special ed referrals - Reduced number of SIT meetings

Objective Evaluation C: Reduce the percentage of African American students in special education to below 28%.

Goal 2: Educational Opportunities Will Meet the Unique Academic, Social and Emotional Needs of All Students

Objective D: A Coordinated School Health Program will be implemented by child nutrition services, physical education teachers, classroom teachers, nurses, counselors, and family facilitators.

Goal 2	Activity	Person(s) Responsible	Resource/Cost	Time Frame	Evaluation
D1	Staff Development for the TEA approved <u>CATCH</u> (Coordinated Approach To Child Health) will be provided for elementary and intermediate PE teachers.	- Dir. for Curriculum - Dir. of Student Svcs - Dir. for Child Nutrition - Deputy Supt for C&I	\$1,500 Local	August – May	- Program Implemented - Status report presented to the School Health Education Council
D2	Teen Parent Program will continue to be provided	-Director for Special Programs -Director of CATE -Director of Head Start	- SCE \$15,000 - Early Head Start	2010-11 School year	- 100% retention rate of students participating
D3	Develop a plan for the incorporation of the <u>Health TEKS</u> into the elementary curriculum	-Director for Curriculum	Staff time	2010-11 school year	- Plan developed for the incorporation of the Health TEKS into the elementary curriculum
D4	Provide professional development for middle school PE and Health teachers	-Director for Curriculum	Staff Time	2010-11 school year	- Professional development provided with agendas and sign in sheets
D5	Increase offerings of <u>whole grain</u> food choices	-Director of Child Nutrition	Child Nutrition funds	2010-11 School Year	- Menus with whole grain offerings increased.
D6	Provide <u>Conscious Discipline</u> ® / <u>Foundations</u> ® training and practice for all campuses	- Director of Head Start - Director of Instruction	- \$ 40,000 Title II Part A funds - ARRA Funds	July – June	- Sign in Sheets and Agendas - Classroom/campus wide observations

Goal 2: Educational Opportunities Will Meet the Unique Academic, Social and Emotional Needs of All Students

Objective E: Opportunities for dialogue and discussion will be created among teachers and administrators regarding the role that relationships, expectations and school culture play in student performance and behavior.

Goal 2	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
E1	Professional Learning Communities will provide the support structure to evaluate data, align curriculum and incorporate research-based instructional strategies.	-C&I Directors -Deputy Supt for C&I -Campus Principals -Campus Teachers/Specialists	-Staff Time	July- June	- Staff development plans reflect team sessions - Student passing rate on 2010-11 TAKS
E2	Explore the expansion of AVID to grades 4 and 5.	- Deputy Supt for C&I - Dir. Special Programs - Elementary and Intermediate Principals	TBD	July-Dec	- Proof of exploration of AVID in grades 4 & 5.
E3	Leadership Skills Academy established for new and aspiring administrators	- Superintendent	TBD	July-June	- Leadership Skills Academy implemented

Goal 3: Educational Practices Will Be Predicated on Scientifically Based Research

Objective A: Monitor, review, and align curricula to meet TEKS standards.

Goal 3	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
A1	Continue alignment of curriculum to the State standards in the core subject areas	- Dir. for Curriculum - Campus Principals	\$24,000 Title II Funds	July-June	- Vertical and horizontal teacher groups meet and curricula revised - Curricula based on State standards
A2	Provide opportunities for teachers for summer curriculum & staff development	- Deputy Supt for C&I - C&I Directors	- Title II, III - District comp time	July-June	- Summer sessions conducted
A3	Safari Montage home access piece added for teachers and training provided	-Director for Student Services -Director for Technology -Librarians	\$11,000 local	Summer 2010?	- Home access granted - Employees trained - Program in full use as part of classroom instruction

Goal 3: Educational Practices Will Be Predicated on Scientifically Based Research

Objective B: Instructional strategies will be used so that students are engaged in learning at all levels.

Goal 3	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
B1	Develop a process which assures that curricular materials purchased in 2010-11 and beyond meet scientifically-based research requirements	- Dir. for Curriculum - C&I Directors	Staff Time	July- June	- A process is developed which assures that curricular materials purchased in 2010-11 and beyond meet scientifically-based research requirements
B2	<u>Professional Learning</u> Communities at each campus will provide the support structure to align data, curriculum, and instruction with student success.	-C&I Directors - Deputy Supt for C&I - Campus Principals - Campus Teachers	-Staff Time	July- June	- Staff development plans reflect team sessions - Student passing rate on 2009-10 TAKS
B3	<u>Explore the expansion of AVID</u> to grades 4 and 5.	- Deputy Supt for C&I - Dir. Special Programs - Elementary and Intermediate Principals	TBD	July-Dec	- Proof of exploration of AVID in grades 4 & 5.
B4	<u>Grading Guidelines</u> will be reviewed and revised as needed on an annual basis	-Dep. Supt. For C&I -Grading Guideline Committee	Staff Time	Spring 2011	- Grading Guidelines documents
B5	Research-based <u>interventions</u> and <u>progress monitoring</u> will be provided for students at risk.	- C&I Directors - Principals	- Local funds - Staff - Title I, III - State funds - EIS funds	July-June	- District will track interventions and progress made by at risk students - Sp Ed referrals as a percentage of enrollment will decrease
B6	Staff development for all <u>ESL/Bilingual</u> certified teachers will be available	- Dir. for Special Programs	- Bilingual/ ESL allotment - Title III Funds	July-June	- Training provided - Meet AMAO's

Goal 3: Educational Practices Will Be Predicated on Scientifically Based Research

Objective B: Instructional strategies will be used so that students are engaged in learning at all levels.

Goal 3	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
B7	Provide technology training for teachers that focuses on engaging students by enabling them to integrate technology into student products	- Deputy Supt for C&I - Technology Specialists	\$8,000 Local funds Title II Funds	July-June	- Technology training provided and lessons integrated
B8	Provide staff development for teachers that focuses on <u>Differentiated Instruction</u> for diverse learners.	- Director for Instruction - Director for Special Programs	-Title II Part A - Local funds -Title III -State ESL/ Bilingual	July-June	- Lessons utilizing Differentiated Instruction will be observed in classrooms - Reduced number of Special ed referrals - Reduced number of SIT meetings
B9	<u>Safari Montage</u> home access piece added for teachers and training provided	-Director for Student Services -Director for Technology -Librarians	\$11,000 local	Summer 2010?	- Home access granted - Employees trained - Program in full use as part of classroom instruction
B10	The district will develop and implement an online RTI student data repository and reporting system	-Director for Instruction -Director for Technology	Staff Time	By August 15, 2010	- System is online and accessible for campus use

Goal 4: Parents and Community Members Will Be Actively Engaged

Objective A: Parental involvement will be representative of the CSISD student population.

Goal 4	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
A1	Campuses will continue outreach initiatives through community centers (such as the Lincoln Center, Windsor Pointe and the Barbara Bush Parent Center) to partner with parents and community members	- Principals - Dept Supt for C&I	Staff Time	July-June	- Events scheduled at community centers - Parent and community member attendance at events
A2	African American, Hispanic and economically disadvantaged parents and community members will be recruited to participate in CSISD schools activities	- DEIC - Principals - Deputy Supt for C&I	Staff Time	July-June	- Identified leaders actively participate in CSISD Schools
A3	Campus and District Improvement Committees will be representative of district demographics	- Principals - Deputy Supt for C&I	Staff Time	July-June	- Committee membership represents school demographics

Goal 4: Parents and Community Members Will Be Actively Engaged

Objective B: Training and resources for parents and volunteers will be provided at all campuses.

Goal 4	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
B1	Improve parent communication about the availability of online programs such as Parent Internet Viewer to monitor student progress	- Dir. of Communications - Principals	Staff Time	July-June	- Evidence of communications to parents via web, hardcopy, and similar items - Increased parent use of online programs such as Parent Internet Viewer
B2	Campuses will continue outreach initiatives through community centers (such as the Lincoln Center, Windsor Pointe and the Barbara Bush Parent Center) to partner with parents and community members	- Principals - Deputy Supt for C&I - Dir. of EHS/Head Start/Pre-K	-Staff Time -Early Head Start	July-June	- Events scheduled at community centers - Parent and community member attendance at events
B3	Training will be provided to parents that will better enable them to support their children's school success to include the areas of TAKS reading, writing, math, social studies and/or science	- Parent Involvement Specialist - Dir. of EHS/Head Start/Pre-K - Principals	Title I (\$10,000)	July-June	- Training sessions conducted at multiple places within CSISD

Goal 4: Parents and Community Members Will Be Actively Engaged

Objective C: Parents will be informed of career and higher education opportunities for their children.

Goal 4	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
C1	Cannpuses will continue outreach initiatives through community centers (such as the Lincoln Center, Windsor Pointe and the Barbara Bush Parent Center) to partner with parents and community members	<ul style="list-style-type: none"> - Principals - Deputy Supt for C&I - Dir. of EHS/Head Start/Pre-K 	<ul style="list-style-type: none"> -Staff Time -Early Head Start 	July-June	<ul style="list-style-type: none"> - Events scheduled at community centers - Parent and community member attendance at events
C2	Continue to enlist local businesses to recruit students with disabilities and support post-secondary transition awareness.	<ul style="list-style-type: none"> - Dir. of Communications - Dir. of Special Services -VAC teachers - HS Sp Ed Dept. Head - Transition Coordinator 	Staff Time	July-June	<ul style="list-style-type: none"> - List of new businesses that support students with disabilities as employees.
C3	Continue to research and develop a plan for implementation of <u>Achieve Texas</u> (Career Guidance)	<ul style="list-style-type: none"> - Dir. for Student Services - Dir. for CATE - Counselors 	Staff Time	July-June	<ul style="list-style-type: none"> - Document which reflects a plan for Achieve Texas
C4	Explore the expansion of <u>AVVID</u> to grades 4 and 5.	<ul style="list-style-type: none"> - Deputy Supt for C&I - Dir. Special Programs - Elementary and Intermediate Principals 	TBD	July-Dec	<ul style="list-style-type: none"> - Proof of exploration of AVVID in grades 4 & 5.

Goal 4: Parents and Community Members Will Be Actively Engaged

Objective D: Community members will be used as a resource for educational opportunities.

Goal 4	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
D1	Campuses will continue outreach initiatives through community centers (such as the Lincoln Center, Windsor Pointe and the Barbara Bush Parent Center) to partner with parents and community members	- Principals - Deputy Supt for C&I - Dir. of EHS/Head Start/Pre-K	-Staff Time -Early Head Start	July-June	- Events scheduled at community centers - Parent and community member attendance at events
D2	CSISD will partner with local businesses, community members and parents to support the educational efforts of CSISD schools through programming and donations	- Dir. of Communications	\$5,000 Local	July-June	- Partnerships established with businesses, community members and parents

Goal 4: Parents and Community Members Will Be Actively Engaged

Objective E: Communication strategies will engage community members to learn about the district's strengths and challenges.

Goal 4	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
E1	The district web site will be used for listserv <u>e-mail service</u> to actively communicate with parents and community members	- Dir. of Communications - Director of Technology	Staff time	June – July	- Listserv service established and used by parents and community
E2	Refine the district <u>Communication Plan</u> which specifies the strategies to convey the strengths, challenges, and vision for CSISD	- Dir. of Communications - Director of Technology	Staff time	June - July	- A district Communication Plan will be refined and distributed

Goal 5: A Safe and Supportive Environment Will Be Provided For All Students

Objective A: Each campus will comply with the District Crisis Management Plan.

Goal 5	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
A1	The district will continue to update the district crisis management plan to comply with <u>NIMS (National Incident Management System) guidelines</u>	- Deputy Supt. for Administrative Services	Staff Time	July-June	- Guidelines followed as necessary
A2	Each campus safety team will review and change (if needed) its <u>Crisis Management Plan</u> at least annually	- Deputy Supt. for Administrative Services - Principals	Staff Time	July-June	- Management plans followed as necessary
A3	Review <u>Safety Audit</u> recommendations and implement as appropriate	- Deputy Supt. for Administrative Services	Staff Time	July-June	- Safety Audit strategies are implemented as appropriate such as Raptor, locked/secure classroom doors, etc.

Goal 5: A Safe and Supportive Environment Will Be Provided For All Students

Objective B: Procedures for management of student behavior will be consistent across the district.

Goal 5	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
B1	The district will review data at the end of the year based on types of offenses, intervention, gender, ethnicity and disability in the following areas: number of suspensions, reasons for suspensions, number of discipline referrals, number of expulsions, reasons for expulsions, number of placements at Venture Center, reasons for placements at Venture Center, number of placements in the LEAP program, reasons for placements in the LEAP program, and number of physical restraints	- Deputy Supt. for Administrative Services	Staff Time	September 1, 2010	- District discipline referrals decrease from the 09-10 school year.

Goal 5: A Safe and Supportive Environment Will Be Provided For All Students

Objective B: Procedures for management of student behavior will be consistent across the district.

Goal 5	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
B2	CSISD will be consistent in applying disciplinary consequences at all levels	- Dir. for Student Services	Staff Time	July-June	- Discipline reported in a consistent manner
B3	Continue to develop and/or implement positive proactive intervention strategies (such as Conscious Discipline®, Foundations®, etc.) in order to reduce the number of discipline referrals.	- Dir. for Instruction - Dir. of Special Svcs - Coord. of Special Svcs - Dir. of EHS/Head Start/Pre-K	Staff Time	July-June	- District discipline referrals decrease from the 09-10 school year.
B4	Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	- Dir. for Student Services	Staff Time Staff Development	July-June	- District discipline referrals decrease from the 09-10 school year.

Goal 5: A Safe and Supportive Environment Will Be Provided For All Students

Objective C: Behavior management plans will serve the needs of all students.

Goal 5	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
C1	Staff development will be provided on the relationship between student behavior and staff understanding of social, cultural and developmental differences	<ul style="list-style-type: none"> - Deputy Supt for C&I - Principals - Dir. of EHS/Head Start/Pre-K 	<ul style="list-style-type: none"> \$5,000 Local Funds 	July-June	<ul style="list-style-type: none"> - Staff development provided - Discipline referrals are representative of the CSISD student population
C2	Each campus principal will review discipline data and develop a plan to appropriately address campus discipline issues based on campus needs.	<ul style="list-style-type: none"> - Deputy Supt. for Administrative Services - Deputy Supt for C&I - Dir. of Student Services - Principals 	Staff time	July-June	<ul style="list-style-type: none"> - Plans developed. - Discipline referrals are representative of the CSISD student population

SOUTH KNOLL EL 101

TAKS-RETURN

Accountability		Reading/ELA									
Student Group	#Test	#Pass	%Pass	#P +tpm	%P +tpm	#Com	%Com	#C +tpm	%C +tpm		
All Grades	All Students	195	170	87.18%	180	92.31%	87	44.62%	91	46.67%	
	Afr. Amerl.	25	22	88.0%	24	96.0%	4	16.0%	4	16.0%	
	Hispanic	75	57	76.0%	63	84.0%	24	32.0%	24	32.0%	
	White	84	81	96.43%	83	98.81%	53	63.1%	53	63.1%	
Econ. Disadv	109	92	84.4%	97	88.99%	31	28.44%	33	30.28%		
Math											
All Grades	All Students	195	171	87.69%	177	90.77%	64	32.82%	73	37.44%	
	Afr. Amerl.	24	17	70.83%	19	79.17%	2	8.33%	4	16.67%	
	Hispanic	75	60	80.0%	63	84.0%	12	16.0%	16	21.33%	
	White	83	81	97.59%	82	98.8%	42	50.6%	45	54.22%	
Econ. Disadv	109	87	79.82%	93	85.32%	24	22.02%	28	25.69%		
Writing											
All Grades	All Students	98	91	92.86%	97	98.98%	31	31.63%	48	48.98%	
	Afr. Amerl.	14	11	78.57%	14	100.0%	3	21.43%	3	21.43%	
	Hispanic	41	38	92.68%	40	97.56%	8	19.51%	14	34.15%	
	White	38	37	97.37%	38	100.0%	18	47.37%	28	73.68%	
Econ. Disadv	53	48	90.57%	53	100.0%	12	22.64%	16	30.19%		

*Data not shown for student groups with less than 5 students. E.A. rules apply if the total number tested at "All Grades" is < 30 in any subject

SOUTH KNOLL EL 101

TAKS-RETURN

Grade	Accountability				Reading/ELA							
	Student Group	#Test	#Pass	%Pass	#P +tpm	%P +tpm	#Com	%Com	#C +tpm	%C +tpm		
03	All Students	97	91	93.81%	93	95.88%	54	55.67%	54	55.67%		
	Afr. Ameri.	12	11	91.67%	12	100.0%	3	25.0%	3	25.0%		
	Hispanic	34	31	91.18%	31	91.18%	17	50.0%	17	50.0%		
	White	45	43	95.56%	44	97.78%	30	66.67%	30	66.67%		
	Econ. Disadv	56	53	94.64%	53	94.64%	22	39.29%	22	39.29%		
Math												
03	All Students	98	87	88.78%	90	91.84%	35	35.71%	38	38.78%		
	Afr. Ameri.	12	8	66.67%	10	83.33%	2	16.67%	2	16.67%		
	Hispanic	34	29	85.29%	29	85.29%	7	20.59%	9	26.47%		
	White	45	43	95.56%	44	97.78%	21	46.67%	22	48.89%		
	Econ. Disadv	57	47	82.46%	50	87.72%	15	26.32%	16	28.07%		

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SOUTH KNOLL EL 101

TAKS-RETURN

Grade	Accountability	Reading/ELA											
		#Test	#Pass	%Pass	#P +tpm	%P +tpm	#Com	%Com	#C +tpm	%C +tpm	#C +tpm	%C +tpm	
04	Student Group	All Students	98	79	80.61%	87	88.78%	33	33.67%	37	37.76%		
		Afr. Ameri.	13	11	84.62%	12	92.31%	1	7.69%	1	7.69%		
		Hispanic	41	26	63.41%	32	78.05%	7	17.07%	7	17.07%		
		White	39	38	97.44%	39	100.00%	23	58.97%	23	58.97%		
		Econ. Disadv	53	39	73.58%	44	83.02%	9	16.98%	11	20.75%		
	Student Group	Math											
		All Students	97	84	86.6%	87	89.69%	29	29.9%	35	36.08%		
		Afr. Ameri.	12	9	75.00%	9	75.00%	0	0.00%	2	16.67%		
		Hispanic	41	31	75.61%	34	82.93%	5	12.2%	7	17.07%		
		White	38	38	100.00%	38	100.00%	21	55.26%	23	60.53%		
Econ. Disadv	52	40	76.92%	43	82.69%	9	17.31%	12	23.08%				
Student Group	Writing												
	All Students	98	91	92.86%	97	98.98%	31	31.63%	48	48.98%			
	Afr. Ameri.	14	11	78.57%	14	100.00%	3	21.43%	3	21.43%			
	Hispanic	41	38	92.68%	40	97.56%	8	19.51%	14	34.15%			
	White	38	37	97.37%	38	100.00%	18	47.37%	28	73.68%			
Econ. Disadv	53	48	90.57%	53	100.00%	12	22.64%	16	30.19%				

*Data not shown for student groups with less than 5 students. EEA rules apply if the total number tested at 'All Grades' is < 30 in any subject.