South Knoll Elementary School

Campus Improvement Plan
2014-2015

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

COMPREHENSIVE NEEDS ASSESSMENT
SUMMARY
(Title I, Component One)

South Knoll's Curriculum Council committee met to develop the campus needs assessment data for the 2014-2014 academic year in May 2014. The committee reviewed survey information from parents and staff, Texas Primary Reading Inventory (TPRI) data, Texas Early Math Inventory (TEMI) data, our 2012-2012 Texas Education Agency school report card, TELPAS data, attendance data, the preliminary local accountability data as well as other school progress monitoring data.
South Knoll is an established neighborhood school. The school was originally built in 1967 and was most recently renovated in 1997. It is one of 8 elementary schools (elementary 9 to open in the fall of 2015) in College Station ISD, and it is currently under the direction of principal Laura Richter.

Demographics
South Knoll currently serves approximately 600 students from predominately lower middle class families in grades Pre-K through 4th grade with just over 45% of the student population being labeled as being "At-Risk." The total enrollment at South Knoll has steadily declined in recent years despite the steady growth (approximately 6%) of the school district. It is important to note, however, that South Knoll houses many district special programs including Dual Language, PPCD, and Headstart. A bilingual lifeskills classroom will be added in the fall of 2014.

The student population is 17% African American, 38% Anglo, 4% Asian and 41% Hispanic. Longitudinal data shows an increase in the number of recent Asian immigrants being served in our ELL programs.

The overall mobility rate for the campus is about 18% (about 7% more than the school district's average). The average daily attendance rate for students is a little over 97%. Yet, the campus continues to see a problem with the number of students who arrive tardy to school. The school day begins at 7:55, but a large number of students consistently arrive between 8:00 and 8:30.

As of the beginning of May of 2014, we had a total of 182 discipline referrals on 69 different students. There were no discretionary or mandatory LEAP (DAEP) placements for the 2013-2014 school year and a total of 9 ISS placements. Comparing these numbers to the totals for 2012-2013, all discipline related instances decreased this academic year. The committee finalizing the needs assessment believes this positive trend can be associated to the implementation of Positive Behavior Support systems in conjunction with the Conscious Discipline techniques previously employed.

More specifically, South Knoll Elementary serves:

- 157 English Language Learners (18% higher than district average)

- 44 Identified Gifted and talented students
- 41 504 students (17dyslexic)
- 166 RTI Tier II students
- 61 Special Education students including speech and PPCD (2% higher than district average)
- 4 Number of students tested for special education but did not qualify

Campus Culture and Climate

The staff population is 2% African American, 88% Anglo, 10% Hispanic, 5% Male, and 95% female. We are proud of the fact that 100% of our teachers and paraprofessionals are Highly Qualified. More, as the number of LEP students South Knoll serves continues to increase, it is becoming more critical for the teachers to be ESL certified. Right now, 85% of South Knoll's teachers maintain their ESL certification.
The average daily attendance for staff is approximately the same as the students.

Overall, teachers supported the initiatives to "grow" professionally and recognized that even the very best teachers still have much to learn. Baby steps towards having all-inclusive professional learning communities at South Knoll were made. There is still a need to further establish the need of the PLC model and to cultivate teacher leaders on our campus.

Staff surveys indicate teachers were generally satisfied with culture and climate of building and the mission of the building. The following areas we are striving to improve in addition to professional learning communities:

- New ways to integrate technology
- Ways to scaffold instruction/material to meet needs/increase rigor

Although the results from the parent survey indicate a generally strong parental support for the school and a liking for the events the school holds to involve our parents, there, however, is not a vast amount of volunteers at South Knoll. This year there were 69 total volunteers in 2013-2014 at South Knoll. This number is significantly less than the number of volunteers at other schools in the district. This information is congruent with the number of parents who serve on our PTO.

Student Achievement

2013 was the first year Texas schools were rated with the state's new accountability measures, and for the 2012-2013 school year we received a rating of "Met Standard" from the Texas Education Agency. 2014 STAAR data indicates acceptable achievement for South Knoll Elementary. The campus met all performance and participation indicators in 2013, and preliminary scores from this year show an increase in the "all" category of all every test. Overall mathematics, however, increased the least. Careful review of the data revealed the correct students were targeted for Tier II math intervention, but program review of the Tier II math intervention revealed the interventions were delivered inconsistently. This year there will be a new math interventionist and additional training and support will be provided to the classroom teachers and staff delivering the math intervention.

South Knoll's progress on 2013 STAAR was not in the 25% of schools in our comparison group and received no distinctions. This demonstrates a need to improve when compared to schools that are most similar to South Knoll. The TAPR indicated a need to close the performance gap. Of the 4 indices, this was the one closest to not meeting standard. Staff development targeted to build a deep understanding of the new math TEKS/standards and continued work on scaffolding the ELA Tier I instruction/curriculum have been identified as specific needs to improve in these areas.

The district has recently adopted a community-based accountability model. After rating ourselves, there was a need to focus on the acquisition of language for our ELL students, to increase the integration of technology in the classrooms, and to continue to see gains in our reading and math STAAR test scores.

South Knoll Elementary School
2014-15 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 Professional Learning Communities.

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	Curriculum Coordinator, Central Office Representative
Jennifer Cave	Parent
Greta Gammill	Teacher, Second Grade, Instructional Coach
Laura Luna	Teacher, Bilingual Second Grade
Sally McKnight	Teacher, Math Specialist
Suzy Mills	Teacher, Fourth Grade, ESL
Bart Pany	Business/Community Representative
Jessica Pany	Reading Specialist
Taylor Coker	Academic Coordinator
Laura Richter	Principal
Maria Saenz	Teacher, Kindergarten, Dual Language
Ann Shafer	Teacher, First Grade, ESL
Rachel Beachy	Teacher, Early Intervention Specialist
Kathy Smith	Teacher, Third Grade, ESL
Marta Swanner	Reading Specialist, Bilingual

Goal One: All students will achieve academic success
Objective One: All students will pass state and district mandated tests.

	Activity	Person Responsible	Resource Cost	Time Frame	Evaluation	Title I
1.1.1	Disaggregate and disseminate appropriate data to all staff members and teachers in grades K-4.	Academic Coordinator Instructional Specialists	Eduphoria Time to share & discuss	September- May	Evidence of data driven instruction & determination of specific needs	1
1.1.2	K-4th grade teachers will meet together with math and reading specialist to review curriculum, current data, and information from SIT meetings to create lessons tailored to meet the needs of South Knoll students.	Instructional Specialists Classroom Teachers	1 grade level planning period each month	September-May	Sign in sheet Summary report.	2,4,8,9 & 10
1.1.3	Round table meetings with K-4 grade teachers, curriculum specialists and administrators will be conducted to discuss individual data, appropriate interventions needed to initiate the RtI process	Administrators Instructional Specialists	Time data	September 6 week updates	Information stored in Eduphoria and reporting system	2, 8, and 10
1.1.4	Intervention will be provided in the classrooms to students based on student need	Teachers Instructional Specialists	Assessment, teaching materials (in Spanish & English), time	September-May	Intervention data sheets	8

Goal One: All Students will achieve academic success.
Objective Two: Available technology will be utilized as an instructional and management tool.

	Activity	Person Responsible	Resource Cost	Time Frame	Evaluation	Title I
1.2.1	Technology will be utilized for student use such as research, publishing, web quest, and library online catalog, and RtI targeted student intervention.	Librarian Classroom teachers Technology Facilitator	Computers SMART Boards Time Open access labs	September-May	Log-in sheet	
1.2.2	The campus will continue subscription and use to Safari Montage Instructional Video Website and Brain Pop (Junior, ESL, Spanish) to be integrated into the curriculum to support state standards.	Librarian Teachers	$4000 for subscription Teacher classroom computer	September-May	Website usage	10
1.2.3	The campus will continue to use technology to manage online report cards for all students.	Classroom teachers Principal's Secretary	Time	Weekly	Report Cards	6
1.2.4	The campus will continue to communicate campus and district happenings daily 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, Remind 101, Facebook).	Classroom teachers Instructional Specialists Administration	Time, e-mail	September-May	Electronic communications	6
1.2.6	Conduct training on available technology resources and effective integration of those resources (software and hardware) for all teachers.	Technology Facilitator	Handouts	August	Sign-in sheets	4
1.2.7	Conduct training for teachers on integration of iPads in the classroom as an instructional tool.	Technology Facilitator	Handouts	May	Sign-In Sheets	4
1.2.8	Maintain faculty information within	Academic Coordinator	Time	August	Completed files in	9

	Google Docs to house updated campus information (schedules, emergency contact information, VIPS master list, etc.).	Principal Secretary	Campus information files	Updates as needed	Google Docs	
1.2.9	Utilize technology as a means to streamline/simplify common tasks/school procedures (i.e. running records)	Teachers Administration	Computers iPads	September-May	Assessment data	
2.2.10	Utilize district created website of available technology resources as a way to integrate technology into the curriculum.	Technology Facilitator Teachers	Time State Standards	September-May	Technology use documented in walkthroughs	

Goal Two: South Knoll's educational opportunities will meet the unique academic, social and emotional needs of all students.

Objective One: Instruction will be driven by on-going student assessment, providing differentiated instruction for all students.

	Activity	Person Responsible	Resource Cost	Time Frame	Evaluation	Title I
2.1.1	Teachers in grades K-4 will utilize running records with comprehension checks to monitor progress and make instructional decisions.	Classroom Teachers	Time Fountas & Pinnell Benchmarking Kits $600 Fountas & Pinnell app for Benchmarking Kits	September-May	Assessment data	2,4,8,and 9
2.1.2	Teachers will utilize Reader's & Writer's Workshop within a balanced literacy framework to drive individual, small group and whole group language arts instruction following the CSISD curricular calendar.	Curriculum Council representatives Classroom Teachers	Time Writer's Notebook Units of Study- Caulkins CSISD Curricular Calendar Grade Level Planning Meetings	Daily	Walk-through data Writer's Notebook	2,4,8,and 9
2.1.3	Kindergarten- Second grade teachers will assess students using the TPRI/Tejas Lee using district guidelines.	Curriculum Council representatives Classroom teachers	Time	September January May	Assessment data	2,4,8,and 9
2.1.4	Kindergarten and first grade teachers will use formal literacy assessments such as appropriate components of the Fountas & Pinnell Assessment kits and Marie Clay Observation Survey with all students to form groups for small group instruction.	Kindergarten lead teacher First grade lead teacher Classroom teachers	Time	September-May	Assessment data	2,4,8,and 9
2.1.5	K-4 teachers will use mathematics assessments (fluency measures and classroom observations) along with	K-4 teachers Math Specialist	Time Kim Sutton fluency materials	End of each six week grading period	Assessment data	2,4,8,and 9

	math CBM data and TEMI data (K-2) to form groups for small group instruction.		TEMI Intervention materials			
2.1.6	Teachers will utilize the Workshop Model to drive individual, small group and whole group math instruction following the current CSISD curriculum document.	Curriculum Council representatives Classroom Teachers	Time CSISD Math Scope & Sequence Grade Level Planning Meetings	Daily	Walk-through data	2,4,8,and 9

Goal Two: South Knoll's educational opportunities will meet the unique academic, social, and emotional needs of all students.

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

	Activity	Person Responsible	Resource Cost	Time Frame	Evaluation	Title I
2.2.1	Teachers will provide concrete, hands-on, multi-sensory experiences with explicit teaching and modeling prior to bridging to abstract concepts.	Classroom Teachers Administrators	Time & materials $1,000 UDL Framework	May	Walk-through data	2, 10
2.2.2	Science instruction will be inquiry-based and hands-on with explicit teaching and modeling as indicated in district science curriculum.	Classroom Teachers Administrators	Time & materials $1,000	May	Walk-through data	2, 10
2.2.3	Teachers will provide small group language arts and math instruction with explicit teaching and modeling based on student needs and assessments using the gradual release model.	Classroom Teachers Administrators	Time UDL Framework	May	Walk-through data	2, 10
2.2.4	Utilize a math problem solving graphic organizer (such as QISP) in both English and Spanish in grades 2-4	Vertical teams Math Specialist	Time	August	Walk-through data	2, 3, 9 and 10
2.2.5	Teachers will conduct math talks to determine & expand students' mathematical understandings.	Classroom Teachers	Time	August	Walk-through data	1, 2
2.2.6	Teachers will develop and utilize learning stations as appropriate per grade level to support the Workshop Model.	Classroom Teachers Administrators	Time & materials $1,000	May	Walk-through data	1, 2
2.2.7	Language Arts (reading, writing, listening, speaking) will be integrated across all content areas.	Classroom Teachers Administrators	Time	May	Walk-through data	2, 9

2.2.8	Teachers will utilize accountable talk (content area conversations) to promote oral language and explicit vocabulary development before, during and after content area instruction.	Classroom Teachers Administrators	Time	May	Walk-through data	2, 9
2.2.9	Teachers will utilize active participation and questioning in the classroom to ensure student engagement.	Classroom Teachers Administrators	Time	May	Walk-through data	2, 9

Goal Two: South Knoll's educational opportunities will meet the unique academic, social, and emotional needs of all students.

Objective Three: Teachers will utilize interventions and strategies for students with special needs

	Activity	Person Responsible	Resource Cost	Time Frame	Evaluation	Title I
2.3.1	Utilize a flowchart explaining the RtI process and further familiarize the staff with the goals and requirements of the district RtI process.	Instructional Specialists Counselor Administrators	Time	September-May	Flowchart created	2, 8,9
2.3.2	Content area specialists will be utilized to best meet the needs of students and teachers. Support will include in-class support, modeling/ coaching, small group pull-out student intervention and resource acquisition.	Principal Reading Specialist Early Intervention Specialist Math Specialist	Time	September-May	Information shared	2, 3, 4, 8, 9
2.3.3	Utilize the RtI process by providing differentiated small group Tier I instruction and intervention for students based on progress monitoring data.	Classroom Teachers	Time LLI Kits	September-May	Progress Monitoring Information Stored in eRtI	2, 3, 4, 8, 9
2.3.4	Teachers will collaborate with the SIT (Student Intervention Team) regarding struggling students. A schedule for these meeting will be set and maintained.	Grade Level team members SIT members	Time	September 6 week updates	SIT Agendas and Minutes Information Stored in eRtI	2, 3, 4, 8, 9
2.3.5	Use eRtI to document student interventions and accommodations.	SIT members Classroom teachers	Time	September-May	Information Stored in eRtI	8, 9
2.3.6	School-wide enrichment activities will be provided for students.	Enrichment Specialist	Time; Volunteers $1,000	September-May	Number of students participating in activities	2,10
2.3.7	Math and general enrichment classes will be provided for students identified based on assessment data.	Enrichment Specialist	Time Assessment data	August	Attendance records	2, 10

2.3.8	The Spanish book collection in the school library will be expanded.	Librarian Dual Language teachers	$3,000	May	Collection development	2, 10
2.3.9	Texts will be added to the literacy library in various genres including poetry in both English and Spanish	Reading Specialist Dual Language teachers	$6,000	May	Literacy Library development	2, 10
2.3.10	ESL strategies (sheltered instruction) 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, 4, 9
2.3.11	Interventions will be provided for identified K-4 students not performing on grade level based on current assessment data.	Classroom Teachers Early Intervention Specialist Bil Reading Specialist Reading Specialist Math Specialist	Time & materials LLI kits (K-4) TEMI (K-4) $3000 (Title I) 1 FTE $44,735 (SCE)	May	Improved performance on assessments, report cards decreased number of SPED referrals	2, 3, 4, 8, 9
2.3.12	Utilize special education modifications and 504 accommodations as stated by each student's individual education plan.	All staff	Individual Student Plans	May	Improved performance on assessments, report card	2, 3, 4, 8, 9
2.3.13	Individual and small group guidance lessons will be provided for identified students based on social and emotional needs.	Counselor	Time Materials	August	Attendance Records	2, 3, 4, 8, 9

Goal Three: Educational practices will be predicated on scientifically based research.
Objective One: 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	Title I
3.1.1	Further targeted training for teachers to support the district literacy curriculum focusing on the components of Reader's and Writer's Workshop (gradual release) with special emphasis on scaffolding instruction	Curriculum Council Reading Specialist Early Intervention Specialist Classroom Teachers	Time $2,500 (Title I) Staff Meetings Grade Level Meetings	May	Sign in sheets	2, 3, 4, 9
3.1.2	Training for teachers to support the district and campus numeracy initiatives including problem solving strategies, fact fluency, teaching the core curriculum, work stations, and using the gradual release model with special emphasis on scaffolding instruction.	Curriculum Council Math Specialist Classroom Teachers	Time $2,500 (Title I) Debi Diller resources	May	Sign in sheets	2, 3, 4, 9
3.1.4	Recruit and hire teachers who are highly qualified in all content areas.	Principal	Time	August	Candidate certifications	3, 4, 5
3.1.5	Teachers will participate in staff development focused on best practices of small groups within the Workshop Model for all content areas.	Instructional Specialists	Time	August	Sign In sheets	2, 3, 4, 9
3.1.6	Provide release time for teachers to observe in peer classrooms. Classroom observations will focus on noticing teacher use of active participation strategies.	Teachers Instructional Specialists	Time Substitutes Reflective questions	May	Log of visits	2, 3, 4, 9
3.1.7	Specialists will provide ongoing professional development by modeling appropriate interventions in response to	Specialists	Time Data analysis Curriculum	May	Agenda	2, 3, 4, 9

	student need. Modeling for teachers will include the proper scaffolding of instruction, and active participation.					
3.1.8	Teachers and specialists will meet to review ELA and math curriculum documents to customize instruction for the coming year based on student need.	Instructional Specialists Teachers	Time Extra Duty Pay $10000	June	Sign In Sheets Documents produced.	2, 3, 4, 9
3.1.9	Specialists will provide professional development to assist teachers in designing, planning, and structuring in-classroom interventions for ELL and Tier II students	Instructional Specialists	Time Math and Literacy Curriculum resources	November, January and February early release days	Sign In Sheets Instructional Plans	2, 3, 4, 9

Goal Three: Educational practices will be predicated on scientifically based research.
Objective Two: All staff members will increase professional capacity through participation in Professional Learning Communities.

	Activity	Person Responsible	Resource Cost	Time Frame	Evaluation	Title I
3.2.1	Teachers will participate in staff development focusing on improving classroom instruction through improved scaffolding of lessons and teacher modeling. 3Cs (choice, customization, creativity) and the 3Rs (rigor, relevance, relationship)	Classroom teachers Instructional Coach Instructional Specialists	Time-Early Release Days	May	Lesson Plans Minutes from monthly meetings.	2, 3, 4, 9
3.2.2	Professional development experiences will be designed to include opportunities for collegial conversations based on professional resources such as books, videos, articles, and student artifacts.	Curriculum Council Instructional Coach Instructional Specialists	Monthly curriculum meetings with instructional specialists Professional Resources $2,500	May	Sign In Sheets	2, 3, 4, 9
3.2.3	Provide dedicated time for planning to incorporate strategies from professional readings and on focused work on learning indicators into daily instruction.	Teachers Specialists	Time-Early Release Days Agenda Curriculum Documents	May	Sign In Sheets	2, 3, 4, 9
3.2.4	Developmental mentoring/cognitive coaching models will be employed to meet the professional growth needs of all staff	Teachers Instructional Specialists Administrators	Time	September-May	Data collection sheets	2, 3, 4, 9

2014-15 Staff Development Plan

Friday, August 15	**am- CSISD Rally/Team Building**
	pm- Teambuilding
Monday, August 18	**am- SK Staff Development Conference**
	pm- SK Staff Development Conference
Tuesday, August 19	**am- SK Staff Development Conference**
	pm- SK Staff Development Conference
Wednesday, August 20am-	**am- Reading/Math District Training/ SK Staff Development Conference**
	pm- Reading/Math District Training/ SK Staff Development Conference
Thursday, August 21	**am- District Pull Out groups/ SK Staff Development Conference**
	pm- Grade Level Meetings
	Meet the Teacher
Friday, August 22	**am- Work Day**
	pm- Work Day
Monday, October 13	**Parent Conferences**
Monday, February 17	**Campus Planning**
Friday, April 3	**Campus Planning**
Saturday, May 30	**Teacher Workday**

Staff Meetings	Early Release Days
September 9	November 12—Tier I Intervention Planning
October 14	January 28—Tier I Intervention Planning
November 11	April 15
December 9	
January 13	
February 10	
March 10	
April 14	
May 12	

Goal Four: Parents and community members will be actively engaged.
Objective One: The campus will increase parent and community involvement in academic functions.

	Activity	Person Responsible	Resource Cost	Time Frame	Evaluation	Title I
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	2, 3, 6
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	2, 3, 6, 7
4.1.3	Campus will conduct a Family Fun Night 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	October 16, 2014	Sign-in sheets Parent feedback	2, 3, 6, 9
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	2, 3, 6, 7
4.1.5	The campus will host workshops for Spanish speaking parents. These workshops will focus on teaching parents to use strategies and materials with their students to build academic skills at home.	Dual Language Teachers Principal Academic Coordinator	Refreshments, materials, childcare $500	May	Sign-in sheets, agenda	2, 3, 6, 9
4.1.6	Parents will be invited to participate in a book study of the book *Kids Are Worth It*	Counselor	Childcare Books $2000	May	Sign In Sheets	2, 3, 6, 9
4.1.7	Staff and parents will review the South	Principal	Home-School	October	Updated compacts	2, 3, 6, 9

	Knoll Home-School Compact and Parental Involvement Policy		Compact Parental Involvement Policy Time		and policy	

Goal Four: Parents and community members will be actively engaged.
Objective Two: The campus will actively communicate with parents and community members.

	Activity	Person Responsible	Resource Cost	Time Frame	Evaluation	Title I
4.2.1	The marquee will be updated on a regular basis.	Secretary	PTO Volunteer	Bi-weekly	Current information present	6
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	paper, time, information from teachers Cost of Contracted Translator ($.06 per word)	Each six week grading period	Newsletters sent home	
4.2.3	Weekly folders and other communication tools (Remind 101, websites, etc) will be used as a school communication tool. Weekly folders will include a reminder for parents to check for information stored in the CSISD efolder.	Teachers	Folders; Time	Weekly on Mondays	Folders sent home weekly	6
4.2.4	Teachers will ensure parent contact is part of the classroom discipline management plan prior to sending students to the office for discipline referrals, except in extreme circumstances.	Academic Coordinator and Teachers	Parent communication logs	August	Classroom management plan documents this intervention	6
4.2.5	The campus will send parent, teacher, student compact and parent involvement policy outlining responsibilities of each party in Spanish and English.	Academic Coordinator Classroom Teachers	Time Copies of compact Cost of Contracted Translator ($.06 per word)	September	Signed and returned compacts	6
4.2.6	Classroom management procedures will be sent home at the beginning of the school year, any time general changes	Teachers	Classroom management plan	August	Parent signature forms indicating receipt	6

	are made, and for each new student.					
4.2.7	Discipline referrals will be mailed home to parents.	Academic Coordinator	NCR forms Envelopes postage	August-May As referrals are processed	Mailed referrals	6
4.2.8	Parents will be notified if their child is being served in Tier II interventions.	Academic Coordinator Teachers Instructional Specialists	Letters Translation Cost	August- May As students are identified	Letters	6, 9
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	6
4.2.10	Continue use of Rosetta Stone software to help LEP parents learn English and South Knoll faculty and staff learn Spanish.	ESL Specialist	Software Parent/Staff Survey	May	Computer use log	6, 9
4.2.11	Social media outlets will be updated on a regular basis with positive happenings at school and upcoming events.	Administrators	Time Information	September-May	Up-to-date social media	6
4.2.12	Grade level/Classroom newsletters will be created and distributed to families. Newsletters should include the following: upcoming events, grade level curriculum, campus announcements, events	Teachers	Common electronic documents for recoding news to share Time	September-May	Newsletters	6

Goal Five: A safe and supportive environment will be provided for all students.
Objective One: Teachers and staff will comply with campus safety procedures and plans.

	Activity	Person Responsible	Resource Cost	Time Frame	Evaluation	Title I
5.1.1	Emergency drills will be routinely practiced. • 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 updated/maintained: • 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 Instructional Specialists 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 Instructional Specialists	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	Secretary	Paper, time	August	List in backpack	

	distributed for emergency communication.					
5.1.7	List of children with medical concerns will be distributed to classroom teachers.	Nurse Classroom teachers Instructional Specialists	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 Five: A safe and supportive environment will be provided for all students.
Objective One: Staff members will utilize consistent school-wide expectations for student behavior.

	Activity	Person Responsible	Resource Cost	Time Frame	Evaluation	Title I
5.2.1	Students will review and routinely practice school-wide expectations for: • 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: • 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: • 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:	Classroom Teacher	Staff Development Conscious Discipline	May	Classroom Walkthroughs	

	• Safe Place/De-stressing Strategies • Greetings • Classroom Jobs • Language (Noticing) • Celebrations • Visual Cueing for Expectations		Resources			
5.2.5	Further staff development will be provided for staff on CHAMPS approach. Teachers will together to develop classroom management plans using this approach.	Foundations Team Principal	Staff Development CHAMPS materials	May	Completed Classroom Management Plans	

APPENDIX

- 2012-13 AEIS Report
- 2012-13 School Report Card
- South Knoll Community Based Accountability Results
- CSISD 2014-15 District Plan
- Title I Ten Components

March 31, 2014
Revised September 1, 2014

College Station Independent School District

DISTRICT IMPROVEMENT PLAN
2014-15

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2014-15 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 subcommittee looked at the STAAR End of Course performance by student group for each course and compared CSISD scores to overall state scores. We looked at district and state comparisons at the phase in Level II standard, the recommended Level II standard and the Level III standard.

When we compared CSISD performance with our peers across the state, we met or surpassed the state on nearly every standard. In some areas, African American and Economically disadvantaged students performed below their state peers.

Students in grades 3-8 are assessed on the STAAR in the following subjects: reading (3-8), math (3-8), writing (4&7), science (5&8) and social studies (8). CSISD students outperformed their peers at the state level in the All Students, Hispanic, and White student groups. CSISD economically disadvantaged students scored equal to or higher than economically disadvantaged students statewide on all subjects except social studies. However, African American students in CSISD scored lower than their peers across the state in reading, writing, science, and social studies; CSISD African American students scored higher than their peers in mathematics.

A key evaluation measure in the district plan has been to reduce the achievement gap among student groups by 10%. Out of 15 indicators, the achievement gap was reduced in 10 of them.

Another major focus of the district plan 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. In advanced course participation, the percentage of Hispanic students (13.8%), Economically Disadvantaged (12.7%) and African American students (5.1%) decreased since last year. The percentage of African American students referred for special education testing decreased from 33.6% in 2011-12 to 30.5%% in 2012-13. The committee felt the district needs to continue making improvements in these areas, so they were included in the 2014-15 District Improvement Plan.

Goal 1: All Students Will Achieve Academic Success

Objectives

Objective A: All students will pass state mandated assessments.

Objective B: In all tested grade levels and subject areas, each African American, Hispanic**, ESL, Bilingual, Special Education,** and economically disadvantaged student group will exceed the state average on state mandated assessments in their respective student groups.

Objective C: Student performance on state mandated assessments will reflect a reduced achievement gap.

Objective D: Advanced Academic Performance will exceed the State average at all tested grade levels and subject areas.

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

Objective F: Students will graduate from CSISD ready to enter college and/or the workforce.

Activity Statements

Goal 1	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 1	Each campus principal will develop a clear and compelling instructional focus based on campus needs identified through the Campus Improvement Plan process **and supported though the work of the coaching crews.**	- Superintendent - Campus Principals - Deputy Supt for C&I	Staff Time	July-June	- Planning documents will reflect the principal's map for student success
Activity 2	The district will improve ease-of-use with the online student data repository and reporting system to	-Director for Instruction -Director for Technology	Staff Time	August **2014**	- System is online and used by all campuses

Goal 1	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
	support Response-to-Intervention				
Activity 3	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 **2014**	- Programs evaluated and analyzed and all students pass the state mandated assessments.
Activity 4	Use data collected during universal screenings and ongoing assessments (such as Teaching Strategies Gold, Fountas and Pinnell Benchmark Assessment System, TEMI, MSTAR**, TMSFA**) to differentiate instruction	- C&I Directors -Principals	*$2,000* Head Start *$23,000* Local	July-June	- Data will be evaluated to determine interventions for students. Random collection of small group lesson plans.
Activity 5	Research-based interventions and progress monitoring will be provided for identified students	- C&I Directors - Principals	- Local funds - State Funds - ARI, AMI Funds - Title I, III - Staff Time	July-June	- District will track interventions and progress made by students at risk
Activity 6	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

Goal 1	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 7	Evaluate the need and explore the possibility of increasing technical or academic dual credit hours for high school students	- Deputy Supt for C&I - High School Principals	Staff Time	July-Dec	- Possible increase in dual credit hours for students
Activity 8	The district will provide information regarding curriculum/career choices that prepare students for success beyond high school, 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
Activity 9	Continue alignment of curriculum to the State TEKS, readiness and supporting standards in the core subject areas	- Dir. for Curriculum - Deputy Supt for C&I	-Staff Time -Local funds	July- June	- Scope and sequence designed and implemented
Activity 10	Provide staff development for teachers that focuses on best instructional practices (such as the Rigor, Relevance, Relationships, Customization, Choice, Creativity, the Workshop Approach, AVID and differentiated instruction models) with an emphasis on student learning/effective teaching.	-C&I Directors -Campus Principals	-Title II Part A -Local Funds - Title III - State ESL/ bilingual -State G/T funds	June-July	- Lessons utilizing best instructional practices will be observed in classrooms - Reduced number of Special ed referrals, SIT meetings
Activity 11	Professional Learning Communities will continue with a refined focus of using Leading Indicator data to design learning and student support.	- Deputy Supt for C&I - C&I Directors - Campus Principals - Campus Teachers	-Staff Time through focused early release days.	July- June	- Staff development plans reflect team sessions - Student passing rate on 2014-15 state mandated assessments

Goal 1	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 12	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
Activity 13	The human resources office, in collaboration with the campus principals, will work together to insure that all teachers meet highly qualified status as defined in NCLB.	- Deputy Supt on HR & Business - Principals	- Staff time	July – June	- NCLB Compliance report on HQ status.
Activity 14	**All students including those in special education will develop 4 year plans prior to entering high school.**	**- Dir of Special Services - Counselors - Transition Coordinator - Dir of Student Services**	**- Staff time**	**July -June**	**- ARD committees will review graduation plans at least annually in order to ensure that students with disabilities graduate on time.**

Evaluation for Goal 1

- All students will pass the state mandated assessments in **2014-15.**
- The percentage of African American, Hispanic**, ESL, Bilingual, Special Education,** and economically disadvantaged students passing the state mandated assessments in all subjects will exceed the state average in their respective student groups.
- Reduce achievement gaps between white students and African American, Hispanic, and economically disadvantaged students.
- The percentage of all students and all student groups achieving advanced academic performance on the state mandated assessments in all subjects will exceed the state average in their respective student groups.
- The Leading Indicators of passing/failure rates, attendance rates and discipline data will be reflective of the CSISD student population.

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

Objectives

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

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

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

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

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.

Objective F: Increase the opportunities for student choice and customization of instructional delivery models.

Activity Statements

Goal 2	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 1	Use data collected during universal screenings and ongoing assessments to differentiate instruction	- Dir. for Instruction - Principals	*$2,000* Head Start *$23,000* Local	July-June	- Data will be evaluated to determine interventions for students.

Goal 2	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 2	The district will utilize an online student data repository and reporting system to support RTI	-Director for Instruction -Director for Technology	Staff Time	August **2014**	- Establish a baseline of RTI tier movement numbers for each campus.
Activity 3	Professional Learning Communities will continue with a refined focus of using Leading Indicator data to design learning and student support.	- Deputy Supt for C&I - C&I Directors - Campus Principals - Campus Teachers	-Staff Time through focused early release days.	July- June	- Staff development plans reflect team sessions - Student passing rate on state mandated assessments.
Activity 4	Provide staff development for teachers that focuses on best instructional practices (such as Rigor, Relevance, Relationships, Customization, Choice, Creativity, the Workshop Approach, AVID and differentiated instruction models) with an emphasis on student learning/effective teaching.	-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
Activity 5	Provide staff development for teachers that focuses on the intervention strategies for exceptional 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
Activity 6	Research-based interventions and progress monitoring will be provided for identified students	- C&I Directors - Principals	- Local funds - Staff - Title I, III - State funds	July-June	- District will track interventions and progress made by at risk students - Sp Ed referrals as a percentage of enrollment will decrease

Goal 2	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 7	Include underrepresented student groups in activities leading to enrichment & G/T opportunities	- Dir. for Special Programs - Dir. for Curriculum	*$10,000* Local Funds	July-January	- Increased representation of student groups participating in enrichment activities.
Activity 8	Fourth through eleventh grade African American, Hispanic and economically disadvantaged students will be identified and encouraged to participate in advanced courses and parents will be personally contacted	- 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
Activity 9	Support Conscious Discipline® / Safe and Civil Schools® training and practice for all campuses	- Director of EHS/Head Start - Director of Instruction	- $ 50,000 Title II Part A funds	July – June	- Sign in Sheets and Agendas - Classroom/campus wide observations
Activity 10	Implement Special Services program options at selected campuses to maintain feeder patterns where appropriate	- Dir. of Special Services	- Staff Time	July-June	- Selected Special Services programs are expanded in feeder patterns
Activity 11	School Health Advisory Council will continue to meet and evaluate District health needs/practices	- Dir. of Student Activities - Dir. for Child Nutrition	- *$1,500* Local	August – May	- Program Implemented - Status report presented to the School Health Education Council
Activity 12	Continue to provide teen parent support services	-Director for Special Programs -Director of CATE -Director of EHS/Head Start	- SCE $15,000 - Early Head Start - Local funds	**2014-15** School year	- 100% retention rate of students participating

Goal 2	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 13	Expand online learning support through **Edgenuity** and CSISD's Success 24/7 in courses such as **Spanish 1, US History, and Algebra II.**	-Dir of Technology -Principal -C&I Directors	- Education Foundation	**2014-15** School Year	- Online learning support - Student online survey results
Activity 14	**Continue the** summer bridge program for AVID students; encourage advanced math/Algebra I enrollment following grades 6 and 7, respectively.	- Director of Special Programs - Director of Curr (Math/Science) - Principals	Local Funds	**2014-15** School Year	- Recommendation regarding summer program
Activity 15	Provide staff development regarding SIT & RTI processes	- Director of Instruction - Director of Special Svcs	- Staff Time	July-June	- Staff development sessions are conducted; sign-in sheets, agendas.
Activity 16	**Students with disabilities will be provided maximum access to the general curriculum through the use of inclusive practices across grade levels and campuses.**	**- Director of Special Svcs** **- Principals**	**- Staff Time**	**July – June**	**- Increased percentage of students with disabilities in less restrictive settings**

Evaluation for Goal 2

- Increase the percentage of African American, Hispanic, and economically disadvantaged students enrolled in advanced classes by 10%.
- Students participating in Gifted and Talented/Enrichment will be representative of the student population.
- Reduce the percentage of African American students in special education to below **25**%.

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

Objectives

Objective A: Curricula will be monitored, reviewed, and aligned to meet TEKS standards.

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

Activity Statements

Goal 3	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 1	Continue alignment of curriculum to the State readiness and supporting standards in the core subject areas	- Dir. for Curriculum - Campus Principals	- Staff Time - Local funds	July-June	- Vertical and horizontal teacher groups meet and curricula revised - Curricula based on State standards
Activity 2	The district will utilize an online student data repository and reporting system to support Response-to-Intervention	-Director for Instruction -Director for Technology - Dir of Special Services	Staff Time - Local Funds - IDEA	August **2014**	- System is online and used by all campuses
Activity 3	Research-based interventions and progress monitoring 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
Activity 4	Adhere to the State process which assures that curricular materials 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 meet scientifically-based research requirements

Goal 3	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 5	Professional Learning Communities will continue with a refined focus of using Leading Indicator data to design learning and student support.	- Deputy Supt for C&I - C&I Directors - Campus Principals - Campus Teachers	-Staff Time through focused early release days.	July- June	- Staff development plans reflect team sessions - Student passing rate on state mandated assessments
Activity 6	Provide staff development for teachers that focuses on best instructional practices (such as Rigor, Relevance, Relationships, Customization, Choice, Creativity, the Workshop Approach, **ELPS**, AVID and differentiated instruction models) with an emphasis on student learning/effective teaching.	-C&I Directors -Campus Principals	-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 **- Improved performance on state assessment for English Language Learners**
Activity 7	Staff development for all ESL/Bilingual certified teachers will be available	- Dir. for Special Programs	- Bilingual/ ESL allotment - Title III Funds	July-June	- Training provided - Meet AMAO's
Activity 8	Provide training for teachers that focuses on engaging students through approaches such as **project-based learning,** BYOD, flipped instruction, etc.	- Deputy Supt for C&I - Campus Technology Facilitators	*$8,000* Local funds	July-June	- Technology training provided and lessons integrated
Activity 9	**Provide additional support for the bilingual program through the use of district-wide bilingual instructional coaches**	- Dir. of Special Programs	Title I	July-June	- TBD

Evaluation for Goal 3

- Staff development session statistics will be compiled and analyzed
- Curricular documents/resources will be available for access

Goal 4: Parents and Community Members Will Be Actively Engaged

Objectives

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

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

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

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

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

Activity Statements

Goal 4	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 1	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 - Dir. for EHS/Head Start	Staff Time Head Start	July-June	- Events scheduled at community centers - Parent and community member attendance at events
Activity 2	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
Activity 3	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	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 4	Maintain parent communication about the availability of online programs such as Home Access Center (HAC) 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 Home Access Center (HAC)
Activity 5	Training will be provided to parents that will better enable them to support their children's school success to include the areas of state mandated assessments in 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
Activity 6	The district will provide information regarding curriculum/career choices that prepare students for success beyond high school, including colleges, universities and technical schools	- Dir. for CATE - Dir. of Student Services - Dir. of Special Services - AVID teachers - Counselors - Principals	Staff Time	July-June	- Counseling Guidance Plans; Transition Plans; CATE Handbook; Counselor Handbook; Course Selection Guide
Activity 7	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 - Dir. of Education Foundation	$5,000 Local	July-June	- Partnerships established with businesses, community members and parents
Activity 8	The district website, SchoolMessenger and district social media outlets will be used to actively communicate with parents and community members.	- Dir. of Communications - Director of Technology	Staff time	June – July	- Listserv and SchoolMessenger services used by parents and community
Activity 9	Update the district Communication Plan 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 developed and distributed

Evaluation for Goal 4

- Communication Plan updated and distributed
- Increase usage statistics for csisd.org, Facebook, Twitter by 10 percent.
- Compare **2013-14** data to **2014-15** data. Specifically, the number of parent and community volunteers identified by demographic data (race and socio-economic group) also identified as parent/guardian or community member.

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

Objectives

Objective A: Each campus will comply with the District **Emergency Operations** Plan.

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

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

Activity Statements

Goal 5	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 1	The district will continue to update the district crisis management plan to comply with NIMS (National Incident Management System) guidelines	- Deputy Supt. for Administrative Services	Staff Time	July-June	- Guidelines followed as necessary
Activity 2	Each campus safety team will review and change (if needed) its **Emergency Operations** Plan at least annually	- Deputy Supt. for Administrative Services - Principals	Staff Time	July-June	- Management plans followed as necessary

Goal 5	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 3	Review Safety Audit 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.
Activity 4	District and campus administrators will review data at the end of each six weeks 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 - Campus Administrators - Dir. of Special Services - Dir. of Instruction	Title II Part A	September 1, **2014**	- District discipline referrals decrease from the **2013-14** school year.
Activity 5	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
Activity 6	Continue to develop and/or implement positive behavior intervention and supports [PBIS] (such as Conscious Discipline®, Foundations®, etc.) in order to reduce the number of discipline referrals and to address behavioral RTI needs	- Dir. for Instruction - Dir. of Special Svcs - Coord. of Special Svcs - Dir. of EHS/Head Start/Pre-K	Title II Part A	July-June	- District discipline referrals decrease from the **2013-14** school year. - Evidence of implementation of schoolwide PBIS at all campuses
Activity 7	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 2013-14 school year.

Goal 5	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 8	Staff development will be provided on the relationship between student behavior and staff understanding of social, cultural and developmental differences	- Deputy Supt for C&I - Principals - Dir. of EHS/Head Start/Pre-K - Dir. of Instruction	$5,000 Local Funds -Title II Part A	July-June	- Staff development provided - Discipline referrals are representative of the CSISD student population
Activity 9	At the District and Campus levels, administrators will review discipline data and develop a plan to appropriately address campus discipline issues based on campus needs	- Deputy Supt. for Administrative Services - Deputy Supt for C&I - Dir. of Student Services - Principals	Staff time	July-June	- Plans developed. - Discipline referrals are representative of the CSISD student population

Evaluation for Goal 5

- Discipline and referral data will be reflective of CSISD student population

2011-12 Academic Excellence Indicator System

District Name: COLLEGE STATION ISD

Campus Name: SOUTH KNOLL EL

Campus #: 021901101

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T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2011-12 Campus Performance

Total Students: 651
Grade Span: EE - 04
School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Attendance Rate														
2010-11	95.7%	96.5%	96.5%	96.8%	96.8%	97.2%	96.3%	*	98.0%	*	97.7%	95.4%	96.7%	97.8%
2009-10	95.5%	95.9%	96.3%	96.4%	96.3%	96.5%	96.2%	*	97.5%	*	97.0%	94.9%	95.9%	96.8%

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		651	100.0%	23,424	10,613	4,978,120
Students By Grade:	Early Childhood Education	12	1.8%	0.6%	0.3%	0.3%
	Pre-Kindergarten	94	14.4%	7.1%	2.7%	4.5%
	Kindergarten	116	17.8%	15.3%	8.2%	7.6%
	Grade 1	108	16.6%	15.9%	8.8%	7.9%
	Grade 2	106	16.3%	15.1%	8.1%	7.7%
	Grade 3	113	17.4%	15.4%	8.0%	7.6%
	Grade 4	102	15.7%	16.3%	7.4%	7.5%
	Grade 5	0	0.0%	11.7%	7.7%	7.6%
	Grade 6	0	0.0%	2.5%	7.6%	7.5%
	Grade 7	0	0.0%	0.1%	7.4%	7.4%
	Grade 8	0	0.0%	0.1%	7.1%	7.2%
	Grade 9	0	0.0%	0.0%	7.3%	7.9%
	Grade 10	0	0.0%	0.0%	6.6%	7.0%
	Grade 11	0	0.0%	0.0%	6.6%	6.5%
	Grade 12	0	0.0%	0.0%	6.2%	5.9%
Ethnic Distribution:	African American	99	15.2%	12.9%	13.2%	12.8%
	Hispanic	255	39.2%	42.5%	20.3%	50.8%
	White	242	37.2%	37.5%	55.6%	30.5%
	American Indian	1	0.2%	0.5%	0.2%	0.4%
	Asian	35	5.4%	3.5%	8.4%	3.6%
	Pacific Islander	1	0.2%	0.1%	0.0%	0.1%
	Two or More Races	18	2.8%	3.0%	2.4%	1.7%
Economically Disadvantaged		374	57.5%	57.2%	35.6%	60.4%
Non-Educationally Disadvantaged		277	42.5%	42.8%	64.4%	39.6%
Limited English Proficient (LEP)		161	24.7%	18.3%	6.7%	16.8%
Students w/Disciplinary Placements (2010-11)		2	0.3%	0.3%	1.4%	1.8%
At-Risk		274	42.1%	39.5%	28.5%	45.4%
Mobility (2010-11)		84	17.2%	16.5%	12.3%	17.8%
Number of Students per Teacher		14.5	n/a	15.2	14.7	15.4

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	4.6%	1.6%	3.2%	2.2%	9.1%	11.7%	20.7%	10.3%
Grade 1	7.7%	3.8%	3.9%	4.7%	0.0%	7.2%	3.1%	8.8%
Grade 2	4.8%	2.0%	1.5%	2.8%	9.1%	2.3%	3.9%	4.0%
Grade 3	2.0%	1.2%	0.7%	1.9%	0.0%	1.3%	1.4%	1.7%
Grade 4	0.0%	0.3%	0.0%	1.0%	0.0%	0.7%	0.0%	0.9%
Grade 5	-	0.8%	0.7%	1.2%	-	1.0%	0.0%	1.1%
Grade 6	-	0.2%	0.3%	0.7%	-	0.0%	1.8%	1.0%
Grade 7	-	0.0%	0.9%	1.0%	-	0.0%	0.0%	1.2%
Grade 8	-	0.0%	0.0%	1.1%	-	0.0%	1.8%	1.8%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	18.4	19.2	16.9	19.4
	Grade 1	17.4	18.7	17.6	19.4
	Grade 2	17.1	18.6	17.4	19.3
	Grade 3	18.4	18.5	16.8	19.4
	Grade 4	16.3	18.9	17.1	19.6
	Grade 5	-	20.1	20.9	21.8
	Grade 6	-	19.0	23.3	21.0
	Mixed Grades	-	37.8	20.0	23.2
Secondary:	English/Language Arts	-	12.5	20.2	17.3
	Foreign Languages	-	13.0	20.7	19.0
	Mathematics	-	12.0	20.4	17.8
	Science	-	13.0	20.8	19.0
	Social Studies	-	13.0	21.3	19.5

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2011-12 Campus Profile

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	75.0	100.0%	100.0%	100.0%	100.0%
Professional Staff:	53.4	71.2%	83.6%	61.7%	63.8%
Teachers	44.8	59.7%	71.8%	49.8%	50.8%
Professional Support	6.7	8.9%	8.1%	8.5%	9.1%
Campus Admin. (School Leader.)	2.0	2.7%	3.7%	2.5%	2.9%
Educational Aides:	21.6	28.8%	16.4%	13.3%	9.1%
Total Minority Staff:	19.0	25.3%	27.1%	23.5%	44.6%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	4.2%	3.3%	9.2%
Hispanic	6.5	14.5%	18.9%	6.4%	24.4%
White	38.3	85.5%	74.8%	89.6%	63.4%
American Indian	0.0	0.0%	0.3%	0.0%	0.4%
Asian	0.0	0.0%	1.2%	0.6%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.6%	0.1%	1.2%
Males	1.0	2.2%	6.6%	16.2%	23.2%
Females	43.8	97.8%	93.4%	83.8%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	2.4	5.3%	3.4%	3.6%	4.6%
1-5 Years Experience	14.5	32.4%	25.7%	25.9%	28.7%
6-10 Years Experience	9.0	20.1%	23.1%	20.0%	22.3%
11-20 Years Experience	9.0	20.1%	29.8%	29.5%	26.6%
0ver 20 Years Experience	9.9	22.1%	18.0%	20.9%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	12.7 yrs.	12.0 yrs.	12.5 yrs.	11.6 yrs.
Average Years Experience of Teachers with District:	8.2 yrs.	8.4 yrs.	7.3 yrs.	8.1 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$38,250	$44,383	$37,975	$40,911
1-5 Years Experience	$39,575	$44,612	$40,244	$43,669
6-10 Years Experience	$43,654	$46,925	$43,791	$46,224
11-20 Years Experience	$48,879	$50,052	$48,804	$50,064
Over 20 Years Experience	$62,541	$57,875	$59,872	$58,031
Average Actual Salaries (regular duties only):				
Teachers	$47,267	$49,144	$47,500	$48,375
Professional Support	$51,223	$52,212	$57,031	$56,219
Campus Administration (School Leadership)	$62,418	$70,302	$67,533	$70,510
Contracted Instructional Staff (not incl. above):	0.0	2.1	0.0	1,645.5
Instructional Staff Percent:			64.8%	64.1%

ACTUAL OPERATING EXPENDITURE INFORMATION (2010-11)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$3,738,802	100.0%	$6,180	$5,059,692	100.0%	$8,363	$147,136,897	100.0%	$6,356
Instruction (11,95)	$2,938,101	78.6%	$4,856	$3,899,574	77.1%	$6,446	$111,579,115	75.8%	$4,820
Instructional-Related Services (12,13)	$107,929	2.9%	$178	$162,716	3.2%	$269	$5,101,602	3.5%	$220
Instructional Leadership (21)	$60,488	1.6%	$100	$60,488	1.2%	$100	$1,827,687	1.2%	$79
School Leadership (23)	$208,867	5.6%	$345	$208,923	4.1%	$345	$9,650,908	6.6%	$417
Support Services-Student (31,32,33)	$170,518	4.6%	$282	$193,350	3.8%	$320	$7,253,514	4.9%	$313
Other Campus Costs (35,36,51,52,53)	$252,899	6.8%	$418	$534,641	10.6%	$884	$11,724,071	8.0%	$506
By Program:									
Total Operating Expenditures	$3,485,903	100.0%	$5,762	$4,519,898	100.0%	$7,471	$134,444,042	100.0%	$5,808
Bilingual/ESL Education (25)	$478,546	13.7%	$791	$479,031	10.6%	$792	$6,978,287	5.2%	$301
Career & Technical Education (22)	$0	0.0%	$0	$0	0.0%	$0	$991	0.0%	$0
Accelerated Education (24,30)	$91,302	2.6%	$151	$892,069	19.7%	$1,474	$16,186,965	12.0%	$699
Gifted & Talented Education (21)	$71,197	2.0%	$118	$71,197	1.6%	$118	$2,109,504	1.6%	$91
Regular Education (11)	$2,353,962	67.5%	$3,891	$2,361,964	52.3%	$3,904	$86,974,318	64.7%	$3,757
Special Education (23)	$490,734	14.1%	$811	$715,475	15.8%	$1,183	$22,146,158	16.5%	$957
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
High School Allotment (31)	$162	0.0%	$0	$162	0.0%	$0	$0	0.0%	$0
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$47,819	0.0%	$2

	District	State
Instructional Expenditure Ratio (11,12,13,31)	65.9%	64.8%

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	261	40.1%	18.8%	10.0%	16.3%
Career & Technical Education	0	0.0%	0.1%	22.3%	21.5%
Gifted & Talented Education	27	4.1%	5.7%	11.1%	7.7%
Special Education	48	7.4%	9.2%	7.7%	8.6%
Teachers by Program (population served):					
Bilingual/ESL Education	6.9	15.5%	8.6%	3.6%	5.3%
Career & Technical Education	0.0	0.0%	0.0%	4.0%	4.1%
Compensatory Education	5.5	12.3%	4.8%	4.0%	2.9%
Gifted & Talented Education	1.0	2.2%	1.0%	3.3%	1.9%
Regular Education	28.7	64.0%	76.7%	71.7%	73.7%
Special Education	2.7	5.9%	8.9%	10.0%	8.9%
Other	0.0	0.0%	0.0%	3.3%	3.2%

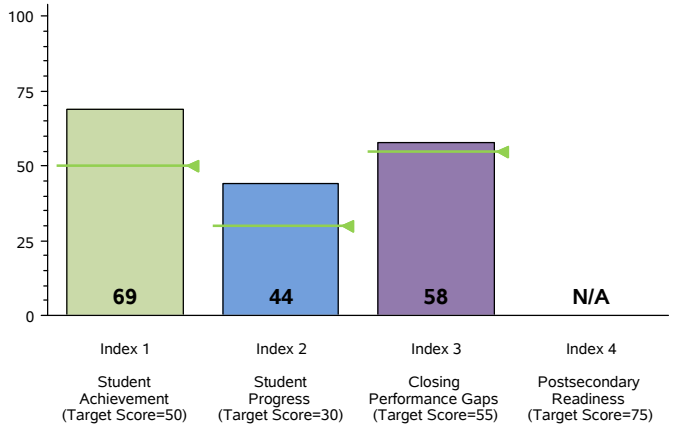
'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Texas Education Agency
2012-13 School Report Card
SOUTH KNOLL EL (021901101)

District Name: **COLLEGE STATION ISD**
Campus Type: **Elementary**
Campus Enrollment: **589**
Grade Span: **EE - 04**

2013 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores (ranging from 0 to 100) for this campus for a given index. The *Target Score* -- the score required to meet each index's standard -- is indicated below the index description and as a line on each bar. In order to receive the **Met Standard** accountability rating, the campus must have met or exceeded the target score on each index evaluated.



2013 Accountability Rating

Met Standard

For 2013 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2011-12)	97.0%	96.7%	95.9%
Enrollment by Race/Ethnicity			
African American	16.1%	13.4%	12.7%
Hispanic	38.2%	21.8%	51.3%
White	37.4%	53.6%	30.0%
American Indian	0.2%	0.2%	0.4%
Asian	4.1%	8.0%	3.6%
Pacific Islander	0.0%	0.1%	0.1%
Two or More Races	4.1%	2.9%	1.8%
Enrollment by Student Group			
Economically Disadvantaged	59.6%	36.9%	60.4%
English Language Learners	23.9%	6.8%	17.1%
Special Education	9.8%	8.1%	8.5%
Mobility Rate (2011-12)	17.9%	12.8%	17.9%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	20.7	18.9	19.6
Grade 1	20.7	18.8	19.5
Grade 2	13.7	18.2	19.4
Grade 3	15.4	18.2	19.3
Grade 4	16.5	18.3	19.5

School Financial Information (2011-12)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see http://www.tea.state.tx.us/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	63.9%	64.2%
Instructional Expenditure Ratio	n/a	64.8%	64.1%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$6,911	$8,022	$8,276
Instruction	$5,292	$4,769	$4,766
Instructional Leadership	$93	$175	$119
School Leadership	$342	$429	$476

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Phase-in 1 Level II or Above (Sum of All Grades Tested)												
All Subjects	2013	77%	86%	**69%**	45%	65%	80%	*	100%	-	57%	55%
	2012	77%	86%	**72%**	64%	59%	86%	*	100%	*	*	59%
Reading	2013	80%	88%	**72%**	41%	66%	88%	*	100%	-	*	57%
	2012	79%	87%	**77%**	68%	64%	90%	*	100%	*	*	63%
Mathematics	2013	79%	89%	**71%**	56%	69%	78%	*	100%	-	*	57%
	2012	77%	88%	**73%**	59%	64%	85%	*	100%	*	*	62%
Writing	2013	63%	76%	**61%**	35%	58%	70%	*	*	-	*	49%
	2012	67%	79%	**61%**	64%	44%	81%	-	*	*	*	50%
STAAR Percent Met or Exceeded Progress												
Reading	2013	62%	68%	**64%**	57%	48%	78%	*	*	-	*	n/a
Mathematics	2013	59%	71%	**59%**	57%	39%	68%	*	*	-	*	n/a
STAAR Percent Exceeded Progress												
Reading	2013	15%	19%	**16%**	21%	5%	19%	*	*	-	*	n/a
Mathematics	2013	16%	25%	**22%**	14%	13%	29%	*	*	-	*	n/a
Progress of Prior Year STAAR Failers: Percent of Failers Passing STAAR (Sum of Grades 4-8)												
Reading	2013	43%	45%	**40%**	17%	25%	83%	-	-	-	*	45%
Mathematics	2013	46%	50%	**37%**	22%	56%	43%	*	-	-	*	42%

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

Community Based Accountability in College Station ISD
South Knoll Elementary School

Core Beliefs

- Each student can be a critical thinker, problem solver and possess the knowledge and skills to be a productive and responsible citizen in a global marketplace.
- The education of each student is the responsibility of the school district, the student, the family and community.
- Student success is dependent on the quality of the CSISD staff.

Commitments

1. CSISD will ...recruit, develop, and retain qualified and dedicated staff

Background: CSISD is committed to attracting the highest quality faculty and staff members, We are blessed to be in a community like College Station that attracts many good teachers and staff members from other areas of Texas and the nation. CSISD annually hires a higher percentage of teachers with successful experience. Teaching positions in CSISD attract a large number of applicants, and we have a lower teacher turnover rate than the state. The 2012-2013 Texas Academic Performance Record indicates that the state turnover rate for teachers was 15.3 percent and the CSISD rate was 13.1 percent.

Once teachers and staff members arrive in CSISD we have a system of professional development that builds upon their knowledge base and helps provide the skills for success in the classroom. New Teacher University (NTU) is a system of professional development in instructional strategies, relationship building and what it takes to be successful in College Station. Teachers new to CSISD have three days of intensive training in August, with two to four follow up days of training and support throughout their first year. CSISD also provides ongoing staff development in a variety of areas for over 900 teachers annually.

	Exemplary (3 Points)	Recognized (2 Points)	Acceptable (1 Point)	Unacceptable (0 Points)	N/A
Percentage of CSISD teachers who meet NCLB highly qualified status	100% **X**	99% or Higher	98% or Higher	Less than 98%	Campuses use District Measure
Annual teacher turnover rate - District	Less than 12%	13-15% **X** **13.1%**	16-20%	20% or Higher	Campuses use District Measure
Average number of applications per number of teaching staff hired	15 to 1	10 to 1 **X** **13.8:1**	5 to 1	Lower than 5 to 1	Campuses use data for grade levels linked

2. CSISD will…provide a challenging, relevant, engaging and aligned curriculum.

Background: The core business of any school district is teaching and learning. In order for students to learn at their highest levels and for teachers to be most effective, a guaranteed and viable curriculum must be in place. CSISD has worked to develop scope and sequences in several areas along with other supporting documents and materials.

	Exemplary (3 Points)	**Recognized (2 Points)**	**Acceptable (1 Point)**	**Unacceptable (0 Points)**	**N/A**
Scope and Sequence documents: ***English/Language Arts*** (Scope and sequence K-6th)	Scope and sequence developed at all grade levels	Scope and sequence developed, but not all the way through the grade span **X**	Supporting resources are available to teachers	No documents	(Currently K-6 and 9-12 available online) Campuses use District Measure
Scope and Sequence documents: ***Mathematics*** (Scope and sequence K-12th)	Scope and sequence developed at all grade levels	Scope and sequence developed, but not all the way through the grade span **X**	Supporting resources are available to teachers	No documents	(Currently have K-7 online) Campuses use District Measure
Scope and Sequence documents: ***Science*** (Scope and sequence K-8th)	Scope and sequence developed at all grade levels	Scope and sequence developed, but not all the way through the grade span **X**	Supporting resources are available to teachers	No documents	(Currently have K-4 online) Campuses use District Measure
Scope and Sequence documents: ***Social Studies*** (Supporting materials)	Scope and sequence developed at all grade levels	Scope and sequence developed, but not all the way through the grade span **X**	Supporting resources are available to teachers	No documents	(K-12 online-exception: government) Campuses use District Measure

Background: Part of providing a relevant and engaging curriculum is providing students choice in their learning. At the elementary through middle school level, choice can be achieved through the workshop method of instruction.

At the high school level the district is actively increasing the types of instructional arrangements for various classes. More and more classes are being taught in a traditional manner and offered in a non-traditional style: Problem-based learning (PBL), Flipped Instruction, Online Instruction, or a blended model.

	Exemplary (3 Points)	**Recognized (2 Points)**	**Acceptable (1 Point)**	**Unacceptable (0 Points)**	**N/A**
Percentage of Reading/ELA teachers using the workshop method consistently in grades K-8 based on self-report	K-4: 80% or more **X** **80%** 5-8: 60% or more K-8: 70% or more	K-4: 70-79% 5-8: 40-59% K-8: 50-69%	K-4: 60-69% 5-8: 30-39% K-8: 35-49%	K-4: < 60% 5-8: < 30% K-8: < 35%	Baseline year
Number of course offerings in grades 9-12 that offer nontraditional delivery methods (PBL, Flipped, Online)	District 15 or more offerings Campus 8 or more offerings	District 10 or more offerings Campus 5 or more offerings	District 2 or more offerings Campus 1 or more offering	None	**X**
Number of students registering for one or more non traditional classes in grades 9-12.	10% Increase	5% Increase	Less than 5% increase in number of students	Decline in number of students	**X**

Comparing 2013-14 to 2012-13					

Background: A challenging, relevant, engaging and aligned curriculum should help prepare students for success in the classroom. While success in all subjects is important, we have identified several key markers in literacy and mathematics that are crucial for future success.

	Exemplary (3 Points)	**Recognized (2 Points)**	**Acceptable (1 Point)**	**Unacceptable (0 Points)**	**N/A**
Percentage of students reading at or above grade level at the end of 1st grade	100-90%	80-89% **X** **80%**	70-79%	Less than 70%	N/A for 5-12 Campuses
Percentage of students passing 3rd grade reading STAAR	95% or Greater	90% to 95%	80% to 89% **X** **81%**	Less than 80%	N/A for 5-12 Campuses
Percentage of students in 7th Grade scoring a combined 5 or higher on the STAAR Expository composition	70% or Greater	50% to 70%	35% to 50%	Less than 35%	N/A for K-4 and 9-12 Campuses

Percentage of 2nd grade students scoring average or above on the end of year Texas Early Math Inventory (TEMI-PM)	100-90%	80-89%	65-79% **X** **74%**	Less than 65%	N/A for 5-12 Campuses
Percentage of students passing 5th grade Math STAAR	95% or Greater	85% to 94%	75% to 84%	Less than 75%	N/A for K-4 and 9-12 Campuses
Percentage of students passing Algebra I EOC	95% or Greater	90% to 95%	80% to 89%	Less than 80%	N/A for K-6 campuses

Background: A challenging, relevant, engaging and aligned curriculum should help prepare students for success in college. We want our students to be prepared for college, persist in attending, and ultimately graduate.

	Exemplary (3 Points)	**Recognized (2 Points)**	**Acceptable (1 Point)**	**Unacceptable (0 Points)**	**N/A**
Percentage of College Ready Graduates in both ELA and Math	80% or greater	65% to 79%	55% to 64%	Lower than 55%	**X** AMCHS & Timber only this year

Average SAT/ACT score - choose higher ranked test	ACT 23.0 or greater or SAT 1600 or greater	ACT 21.5 to 22.9 or SAT 1500 to 1599	ACT 20.0 to 21.4 or SAT 1400 to 1499	ACT < 20 or SAT < 1400	N/A for PK-8
Number of graduating seniors earning scholarships	District 200 or more Campus 100 or more	District 160 - 199 Campus 80-99	District 120 - 159 Campus 60 to 79	District < 120 Campus < 60	**X**
Higher Ed persistence rate: students enrolled in Texas Higher Education completing one year without remediation	80% or greater **X**	70-79%	60-69%	Less than 60%	Comprehensive HS receive campus rating All others receive District Rating only
6-year college graduation rate for CSISD students					Baseline Year Report Only
Graduates Enrolled in TX Institution of Higher Education(IHE)	70% or greater	65-69% **X**	58-64%	Less than 58%	Comprehensive HS receive campus rating All others receive District Rating only

3. CSISD will ...provide an array of services, programs and opportunities to meet the needs of each student, and provide the opportunity for each student to reach his or her full potential.

Background: CSISD provides a number of services programs and other opportunities to meet the unique needs of students. House Bill 5 (83rd Texas Legislature) mandated assessment in some of these areas below. For each area, you will find a brief description of the program and what CSISD provides that exceeds state law or other districts.

Fine Arts (HB5): With the exception of the fine arts elective that is mandated under the graduation plans for our current high school students, fine arts are not mandated by the education code. Nevertheless, CSISD campuses provide many fine arts opportunities for students at all levels.

Elementary students rotate through art and music every week with teachers who are specialists in art and music, not simply classroom teachers. Intermediate students elective rotations include art, music and drama. Fifth graders have the option of orchestra, and sixth graders can choose orchestra, choir or band for the entire school year. Middle school students can choose electives in art, choir, band or orchestra. High school students have all of the other options plus theatre arts, and dance classes.

	Exemplary (3 Points)	**Recognized (2 Points)**	**Acceptable (1 Point)**	**Unacceptable (0 Points)**	**N/A**
Percentage of elementary (PreK-4) students participating in a fine arts performance (e.g. music, classroom play, art show)	90-100% **X** **100%**	76%-89%	50%-75%	Less than 49%	N/A for 5-12
Combined participation rate in Choir, Band and	Greater than 30% of the students take	20%-29% of students take one of these classes	10%-19% of students take one of these classes	Less than 10% of the students take	N/A for PK-4 and 9-12

Orchestra at the 5th-8th Grade Level	one of these classes			one of these classes	
UIL Team Performance Results in Choir, Band, Orchestra, and One Act Play	At least one state championship or Sweepstakes in more than one area	At least one regional qualifier/ Sweepstakes in at least one area	At least one district champion/ Sweepstakes	No regional qualifier or Sweepstakes	N/A for PK-8

Wellness and PE (HB5): CSISD takes the wellness of each of our students seriously. Our School Health Advisory Committee (SHAC) provides guidance for child nutrition, health and physical education. Our elementary students go to PE daily, and have the opportunity for recess. Intermediate students have a daily class period of PE as well.

Nearly 20 years ago the CSISD community felt that wellness was so important, they mandated that every middle school student must have a full year wellness class that consists of classroom health instruction coupled with physical education activities three days a week. Students who choose to participate in athletics must take a one semester health class during their middle school career.

High school students who take PE have choices that rival many small colleges, including individual and team sports, body sculpting, weight training, step/pilates/pump, outdoor education, dance, even kick ball.

	Exemplary (3 Points)	**Recognized (2 Points)**	**Acceptable (1 Point)**	**Unacceptable (0 Points)**	**N/A**
Anti-bullying, Cyber-bullying and Dating Violence awareness and education	Consistent/ on-going guidance activities and/or student leadership group to monitor and address issue	Several in-class guidance activities **X**	Campus/Grade level activity	Not addressed	

Number of minutes per week in physical activity K-6th grade (PE plus recess)	250 minutes or more **X** **300 min**	180 to 249 minutes	135 to 179 minutes	Less than 135 minutes	N/A for 7-12
Percentage of 7-12th grade students participating in one or more of the following extracurricular activities: sports, marching band, cheerleading and dance team	50% or more	40%-49%	30-39%	Less than 30%	N/A for PK - 6

Second Language Acquisition (HB5): CSISD Students at all levels have the opportunity to participate in English as a Second Language (ESL), if they qualify. In grades K-6, the district's Spanish/English bilingual education program is two-way dual language immersion model including Spanish and English Speakers. Support for both groups, including higher level Spanish courses and at least one core subject taught in Spanish, continues into middle school.

CSISD high school students have the opportunity to pursue courses of study in French, German, Latin and Spanish. All four languages have courses through AP level IV. Spanish goes all the way to AP Spanish V.

	Exemplary (3 Points)	**Recognized (2 Points)**	**Acceptable (1 Point)**	**Unacceptable (0 Points)**	**N/A**

Bilingual/Dual Language program	Two-way bilingual education model implemented **X**	Developmental (late-exit) bilingual model implemented	Early exit bilingual model implemented	No bilingual program implemented	Campuses Receive District Rating
Staff Certification in bilingual education and/or English as a Second Language no later than at the end of their first year of employment as a teacher in CSISD	All elementary and intermediate school core teachers and middle school ELA (including SPED) certified; all high school teachers trained in sheltered instruction	All elementary and intermediate school core teachers (including SPED) ESL certified; secondary core teachers trained in sheltered instruction	Certified bilingual/ESL staff in ESL classes (including SPED) serving ESL/bilingual students **X**	No bilingual/ESL certified staff	Baseline year Will gather information and RO
Language other than English (LOTE) options for students at the high school level	5 or more LOTE offered with possibility for AP credit in at least 4 languages	At least 4 LOTE offered with possibility for AP credit in at least one language	2-3 LOTE offered in a sequence of 3 years	Only 1 LOTE offered	**NA** for PK - 8
Percentage of students advancing at least one proficiency level (year over year) in TELPAS	K-2: 70% or better	K-2: 60-69%	K-2: 50-59%	K-2: Below 50% **X** **48%**	
Percentage of students advancing	3-12: 70% or better	3-12: 60-69%	3-12: 50-59%	3-12: Below 50% **X**	

at least one proficiency level (year over year) in TELPAS				**34%**	

Gifted and Talented (HB5): Students are nominated annually by parents and school staff for testing for G/T. Students who qualify for the program are eligible for pull out services from the enrichment specialist on their campus (K-6th Grade). All students (even those not identified as G/T) have the opportunity for enrichment projects and participation in groups with the specialist in their campus.

G/T students in middle school have the opportunity to take two course electives designed for G/T students: Robotics and Simulation. G/T students in high school are served through advanced placement courses.

G/T identification in CSISD is based on academic indicators only. CSISD teachers earn endorsements in G/T allowing them to differentiate instruction for these students in their classes.

	Exemplary (3 Points)	**Recognized (2 Points)**	**Acceptable (1 Point)**	**Unacceptable (0 Points)**	**N/A**
District performance based on the Texas Plan for the Education of Gifted/Talented Students	Meeting all indicators in "In Compliance" and more than 50% of the indicators in "Exemplary" **X**	Meeting all indicators of "In Compliance" and more than 50% of the indicators in "Recommended"	Meeting all indicators of "In Compliance"	Not meeting all indicators "In Compliance"	
Percentage of G/T students earning	Over 90%	75-89%	60-74%	Less than 60%	NA for 9-12

Level III Advanced on STAAR tests (grades 3-8)		**X** **SK 76**			
Percentage of teachers trained in Gifted and Talented (Level 1 Training)	100% of all teachers in CSISD have level 1 GT training	100% of core content area teachers have level 1 GT training **X**	100% of teachers responsible for GT services of GT students have level 1 training within their first year	less than 100% of teachers responsible for GT students' GT instruction have level 1 training within their first year	

21st Century Workforce Development (HB5): CSISD believes that it is vitally important to prepare students for the workforce whether our graduates plan to go straight to work, or to college first. These workforce skills give our graduates the ability to earn money even while pursuing other education opportunities. Our career and technology education department offers numerous career training options in all five endorsement areas of House Bill 5. Many of these career pathways culminate in the opportunity for a certification that can lead right into gainful employment after high school.

	Exemplary (3 Points)	**Recognized (2 Points)**	**Acceptable (1 Point)**	**Unacceptable (0 Points)**	**N/A**
CTE pathways offered for high school students	20 or more **X**	16 to 19	13 to 15	12 or fewer	District Rating for all
Number of CTE courses that lead to certification or licensure	15 or more	10 - 14	6-9	5 or fewer	**X**

Percentage of CTE students taking a coherent sequence of CTE courses in high school	30% or more of CTE students district-wide are in a coherent sequence	22-29%	15-21%	Less than 15%	CSHS = RO this year **X**
Number of certifications/ licenses earned by students annually	250 or more **X**	200-249	150-199	Fewer than 150	District Only
Passing rate on certification/ licensure exams	90% or greater	80% to 89%	70% to79%	Less than 70%	**X**

Dropout Prevention (HB5): CSISD is committed to graduating all students no matter if they have been in our district since Kindergarten, moved in during middle school, or re-enrolled after dropping out earlier in their school career. We have number of processes in place to help kids stay in school. Campuses provide remediation in courses, accelerated instruction where students have struggled and credit recovery for students who have failed one or more classes at the semester.

Students behind on credits can participate in summer school, credit by exam and night school. Timber Academy was designed as school for students who are in danger of dropping out or have dropped out previously. Over 89% of Timber students were 17 years old or older on September 1st this year. This qualifies Timber as Dropout Recovery School by the Texas Education Agency.

	Exemplary (3 Points)	**Recognized (2 Points)**	**Acceptable (1 Point)**	**Unacceptable (0 Points)**	**N/A**

Annual attendance rate for At-Risk students	96% or greater	94.5% to 95.9% **X** **95.9%**	93.0% to 94.4%	Less than 93%	Timber = RO
Annual Discretionary DAEP Placements (5-12)	District : 50 or fewer Campus : Less than 1% of population placed	District : 51-100 Campus : 1-1.75% of population placed	District: 101-150 Campus: 1.76 - 2.5% of population placed	District : Greater than 150 Campus: Greater than 2.5% of population placed	Timber = RO **X**
Timber Academy Annual Graduates (total number)	50 or more	40-49	30-39	Fewer than 30	Timber Only **X**
Five-year federal graduation rate	96% or higher	92.0% to 95.9% **X**	88.0% to 91.9%	Less than 88%	AMCHS Only **X**

Digital Learning Environment (HB5): CSISD believes that our students must not only have access to technology, but must become fluent in a number of technologies to be successful in college or a career. To help accomplish this, each CSISD classroom has access to student computers, and all instructional spaces have a SMART device: SMART board or Sympodium. We have a wireless overlay of our facilities that makes our Bring Your Own Device (BYOD) initiative possible. We don't ban smart phones, we encourage their use to aid instruction.

Unlike many districts, all elementary students rotate through technology classes throughout the year. Intermediate school students have the opportunity for computer coding clubs at both schools. Middle school students must take keyboarding and computer literacy as a local requirement. High school students have the opportunity to participate in a number of high tech computer and CTE. Beginning a year ago, CSISD developed Success 24/7, a on line learning support portal. This site gives many high school students

access to their teachers' lessons, supporting materials, videos, and assignments. Students in these classes get to access their learning anytime, anywhere (with a WiFi connection).

	Exemplary (3 Points)	**Recognized (2 Points)**	**Acceptable (1 Point)**	**Unacceptable (0 Points)**	**N/A**
Success 24/7 usage - average number of multiple logins by user per week	1000 students or more per week **X**	800-999 students per week	600-799 students per week	Fewer than 600 students	High School Only - Campuses Receive District Rating
Course ½ credits earned through Edgenuity - Baseline	500 or more	450-499	400-449	Fewer than 400	District Only
Ratio of CSISD students to district devices (including student computers, labs, mobile devices)	2:1 or less	4:1 or less **X**	6:1 or less	More than 6:1	About 3:1 district Campuses Receive District Rating
Rating on STaR Chart System in 4 key areas: Teacher and Learning, Educator Preparation and Development, Leadership and Instructional	4 of 4 key areas rated Advanced Technology or higher	3 of 4 key areas rated Advanced Technology or higher	2 of 4 key areas rated Advanced Technology or higher **X**	1 or fewer areas rated Advanced Technology or higher	

Support, Infrastructure for Technology					

4. CSISD will … create classroom and campus cultures that involve each family.

Community and Parent Involvement (HB5):

Background: CSISD provides numerous opportunities for parents and community members to be involved at the district and campus levels. From our campus level VIPS (Volunteers in Public Schools) to PTOs, campus and district site based committees, public hearings, community groups and the CSISD Education Foundation, there are many ways to get involved.

	Exemplary (3 Points)	**Recognized (2 Points)**	**Acceptable (1 Point)**	**Unacceptable (0 Points)**	**N/A**
Total increase in volunteering in schools	Greater than 115% of previous year's total	Between 106% and 115% of previous year's total	Between 91% and 105% of previous year's total	Less than 90% of previous year's total	2013-14 is a Baseline Year 2737 through April 2014 Campuses Receive District Rating
Total number of day/programs/opportunities for parents to be on campus/community outreach (e.g. Math night, parent	Greater than 25 opportunities per campus **X**	Between 16 and 25 opportunities per campus	Between 6 and 15 Opportunities per campus	Fewer than 5 Opportunities per campus	

conference day, singing at the bank)					
Number of sponsors or cooks for annual 50 Men Who can Cook event - whichever is higher	121 or more **X**	106 to 120	91 to 105	Fewer than 90	Campuses Receive District Rating
Increase in number or amount of Education Foundation Grants awarded	Greater than 120% of previous year's total (number of grants or total awards, whichever is higher) **X**	Between 110% and 119% of previous year's total (number of grants or total awards, whichever is higher)	Between 100% and 109% of previous year's total (number of grants or total awards, whichever is higher)	Less than 100% of previous year's total (number of grants or total awards, whichever is higher)	Campuses Receive District Rating
Number of communication strategies used for parents and community members (e.g. email, newsletter, School Messenger, Twitter)	10 or more	8-9 **X**	5-7	Fewer than 5	

5. CSISD will … commit to the responsible use of taxpayer dollars.

Background: College Station ISD is a steward of the resources provided by the taxpayers. It is of the greatest importance for the district to be wise, fair, conservative and most of all legal in the use of public funds. It is also a goal to be efficient in the use of the funds where we can be. CSISD is audited annually by an outside accounting firm. We are also rated on a couple of different efficiency scales each year.

	Exemplary (3 Points)	**Recognized (2 Points)**	**Acceptable (1 Point)**	**Unacceptable (0 Points)**	**N/A**
CSISD's Annual Financial Audit	Received an Unqualified Opinion with no serious findings **X**	Received an Unqualified Opinion with one minor finding	Received an Unqualified Opinion with a few minor findings	Received a Qualified Opinion OR serious findings in material controls	Campuses Receive District Rating
Board Management Oversight work completed during the year	Completed two comprehensive Management Oversight Workshops	Completed one comprehensive Management Oversight Workshop	Received updates on previous Management Oversight Workshops **X**	No work in Board Management Oversight	Campuses Receive District Rating
FIRST rating system indicates quality of financial management	Superior Achievement **X**	Above Standard Achievement	Standard Achievement	Substandard Achievement	Campuses Receive District Rating
FAST rating indicates that our progress to	4.5 or 5 Stars	3.5 or 4 Stars **X**	3 Stars	2.5 Stars or Fewer	Campuses Receive District Rating

spending ratio is cost-effective					
Financial transparency ratings based on Texas Comptroller's Leadership Circle	Platinum **X**	Gold	Bronze or Silver	Not Rated	Campuses Receive District Rating

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; and

     address 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.