

SOUTHWOOD VALLEY ELEMENTARY
"CONTINUING THE CONNECTIONS"

School

SWV Eagles

With

Vision



College Station Independent School District

Brazos County, Texas

Southwood Valley Elementary Campus Improvement Plan 2010-2011

The Southwood Valley community will work together to provide a nurturing, learning environment for the continuous development of all children.

The College Station Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or handicap in providing education services. Glynn Walker, Executive Director of Human Resources, 1812 Welsh, College Station, TX 77840 (979/764-5412) has been designated to coordinate compliance with the non-discrimination requirements of Title IX. The Director of Special Education, Catherine George, 1812 Welsh, Suite 120, College Station, TX 77840 (979/764-5433) has been designated to coordinate compliance with the nondiscrimination requirements of Section 504 of the Rehabilitation Act.

The Dyslexia and 504 programs and services in College Station ISD operate under local district policy, State Board of Education Rules for Dyslexia and Related Disorders (TAC 74.28). Policy may be found in the administrative office of each school in College Station ISD, the Special Services Office and the Office of the Superintendent.

College Station ISD- Belief Statement

Demographics

- CSISD should broaden and expand its existing efforts to engage all students and their families, including being more assertive in communicating and connecting to the economically disadvantaged and underrepresented student populations.
- To help our students in today's global economy, CSISD needs to create new opportunities for students to learn about other cultures and more languages at all levels, Head Start-12.
- CSISD should systematically encourage all students, specifically targeting economically disadvantaged and underrepresented student populations, to take advantage of challenging academic offerings to prepare them for post secondary education and the workforce.
- CSISD should seek and develop faculty and staff that are capable of meeting the wide array of instructional needs of an increasingly diverse student population.

Technology

- In partnership with other agencies, CSISD should provide accessibility to emerging and challenging technologies for every student.
- Technology should be used to increase all students' knowledge base and enhance their interest in learning.
- Technology should be an integral tool in teaching, learning and assessment.
- Students should be fluent in a variety of relevant technologies and be able to easily adapt to new technologies.

Accountability

- While recognizing the importance of achieving high educational ratings, CSISD's primary focus should be on challenging, relevant and engaged student learning that prepares graduates to be ready for post secondary educational experiences and productive members in the work force. The district and all schools should earn at least an Acceptable rating.
- CSISD should employ multiple measures of accountability, ensure measured progress over time and provide public access to the results.

College/Workforce Readiness

- CSISD should establish a wider array of workforce readiness programs to meet the expanding needs of its students and the needs of the workforce.
- CSISD should prepare all students for post-secondary education.
- CSISD should be competitive with peer school districts with regard to the number of college credit hours students may earn while in high school.

Success...each life... each day... each hour

Campus Improvement Plan Committee

2010-2011 Members

Name	Position	Contact Information
*Jeanna Porter	Co-Chair, Math Specialist	SWV
*NaKeatha Hodge	Co-Chair, Behavior Specialist	SWV
*Andrea Poehl	Teacher, Head Start	SWV
*Becca Griffey	Teacher, Kindergarten	SWV
*Venette Bradham	Teacher, 1 st Grade	SWV
*Connie Byrd	Teacher, 2 nd Grade	SWV
*Laura Gage	Teacher, 3 rd Grade,	SWV
*Ashley Jolly	Teacher, 4 th Grade	SWV
*Dennis Molchak	Special Education, SPED teacher	SWV
*Sarah Bryant	At Large - Teacher, Literacy Specialist	SWV
*Sharon Holt	CAMP	SWV
*Renaë Rains	At Large - Professional, Counselor	SWV
Venette Bradham	At Large- DEIC Rep, 1 st Grade Teacher	SWV
Naomi Nugent	Paraprofessional	SWV
Kristiana Hamilton	Professional, Principal	SWV
Joshua Hatfield	Professional, Assistant Principal/Academic Coordinator	SWV
Sharon Jackson	District, Director Special Programs	Central Office
Jacque Flagg	Community Representative	B/CS Business
Marcia Canto	At-Large-Attendance Clerk	SWV
Audrey Rangel	Parent	SWV

Southwood Valley Elementary Needs Assessment Summary 2010-2011

Southwood Valley Elementary is a Head Start-4th grade campus consisting of approximately 515 widely-diverse student groups including special needs, gifted, low socio-economic, migrant, and second language learners. The campus is designated as a Title I campus based on the high percentage of low socio-students. Our population is currently at 72% low socio-economic, thus entitling us to receive extra funding towards staff and educational materials to improve and enhance the educational development of students. This number is based on the 2009-2010 year-end reporting period.

All of Southwood Valley's professionals and paraprofessionals meet the requirements of NCLB and are considered highly qualified personnel. In addition, there are many ESL certified teachers which serve ESL students through classroom inclusion as well as an ESL specialist that utilizes "pull-out" and "reach in" programming to support extra needs. During the 2009-2010 school year, Southwood Valley welcomed two additional Dual Language classrooms, Kinder and First, to our campus. We will increase our Dual Language program to include Second grade this school term. As this program continues to grow effectively, it will require additional purchases of Spanish materials to support the dual language program, classroom space and equipment, and specialized training for the teachers and administrators on our campus. We are presently using the Rosetta Stone program with both our students and staff for continued educational supports.

The College Station district has and continues to work on the improvement of TAKS scores district wide, with emphasis on African American student achievement in the areas of math and science. Here at Southwood Valley, the scores for African-American and Hispanic student groups are a continual target for improvement, with math being a focus. Delivery of a researched based core curriculum, assessment, evaluation, and intervention within an RtI model will continue in all related content areas. A balanced literacy approach will continue to be used for curriculum delivery in the language arts area in English and Spanish, while our math specialist program will hopefully expand to accommodate the needs our Spanish speaking students. The need for reading and math specialist on our campus has proven to be vital in assisting the teachers with proper teaching tools and allowing for small group intervention with students. Southwood Valley was awarded a special waver through stimulus funding that allotted teachers to have smaller classroom sizes. Teacher ratio to student remained 16:1 or lower throughout the school term. We look forward to the benefits that this will continue in not only benefitting the overall academic classroom success, achievements of desired test scores, but also work to lower special education referrals in all student groups.

While rezoning has played a huge role in changing demographics as well as family/ school/ community collaboration here at SWV, our Parent Teacher Organization (PTO) will continue to maintain its strength in numbers, membership, and involvement. Southwood Valley continues to support and celebrate family involvement events throughout the year. We have been able to formulate some great community business partnerships with our local area College Station Wal-Mart and the Brazos Valley Schools Credit Union. We will continue to utilize partnerships with the Deerfoot Camp Program, Big Brothers/Big Sisters, Eagle Scouts, and the Texas A&M University Reads Count program to promote positive relationships and connections for and with our students. We are also very appreciative to the College Station ISD Education Foundation for the educational grants that continue to aid in improving the educational growth of our students.

Fewer discipline referrals have occurred to date this year in comparison to last year. We would like to extend an appreciation to our district for recognizing past concerns in this area, and allotting stimulus funding to go towards the hiring of a campus Behavior Specialist. Presently, the specialist helps struggling students, trains teachers on classroom management and de-escalation practices for disruptive classroom behaviors, and assist administration in reducing the amount of time being taken away from administrative responsibilities used to defuse the excessive number of incidents, students who have been referred to LEAP (an alternative placement campus), suspended both in and out of school, and spent time in our school composure lab. SWV believes in the philosophy Becky Bailey's Conscious Discipline plan and delivers it as a behavioral core curriculum. We will continue with our 4 -year implementation plan for CD and continue to train all staff, students, and parents on using the language, structures, and beliefs. Our behavioral intervention team for social and emotional development consists of administrators, behavior specialist, counselor, parents, the school nurse, regular education teachers, and content area specialists, etc. to determine appropriate strategies for achieving student success. The need to intervene, keep our students on campus, and teach our students how to best manage their emotions so that they can return as soon as possible to an optimal learning environment is our goal.

Our theme during the 2009-2010 school year was, "*Creating Connections across Cultures*". Our intent for the 2010-2011 school year is to "*Continue the Connections*", extending to education, family, relationships, community, as well as culture. While our low socio-economic numbers maybe high and many of our students are considered "**at-risk**," we here at SWV consider them "**at-promise**" and commit ourselves to building life-long learners who will one day become productive citizens in our society. We will continue to welcome the support of our local community businesses and charitable organizations, which graciously support our educational efforts. *Together, we are making a powerful difference.*

College Station ISD District Improvement Plan Goals and Objectives 2010-2011

Goal 1: All students will achieve academic success.

- Objective A: All students and all student groups will pass the TAKS (Texas Assessment of Knowledge and Skills) in 2010-2011 and continue to reach high standards by 2013-2014.
- Objective B: At least 95% of all students will meet or exceed grade level minimal expectations required on assessments.
- Objective C: K,1st and 2nd grade students who did not pass established minimal expectations at the beginning of the year will increase their scores on assessments by 50% or more by the end of the year.
- Objective D: All SWV students will receive science related instruction that corresponds to the grade level appropriate TEKS in preparation for the 5th grade science TAKS test.

Goal 2: SWV will provide educational opportunities to meet the unique needs of all students.

- Objective A: HS- 4th grade students who demonstrate a high level of proficiency on benchmarks will receive additional enrichment opportunities.
- Objective B: All Limited English Proficient students will work toward proficiency in English and reach high academic standards.
- Objective C: Students considered for GT placement and enrichment activities will be representative of the SWV student population.
- Objective D: Interventions for all students will be provided as needed.
- Objective E: Students identified for special education services will be representative of the SWV student population
- Objective F: Student accepted into the dual language program will receive instruction equally in both English and Spanish.

Goal 3: SWV educational practices will be predicated on scientifically based research.

- Objective A: On-going professional development related to the 10 Design Qualities will be provided ensuring the authentic engagement of all students.
- Objective B: Curriculum will be aligned to the TEKS (Texas Essential Knowledge and Skills) in all content areas.
- Objective C: Instruction will be given by highly qualified teachers and highly qualified paraprofessionals.

Goal 4: SWV parents and community members will be actively engaged.

- Objective A: Consistent staff communication across grade levels will enhance effective parent involvement.
- Objective B: All SWV staff will encourage and support parent involvement that is representative of the SWV student population.
- Objective C: Effective parent involvement will be demonstrated through multiple opportunities for family friendly activities.
- Objective D: Community members and parents will be used as a resource for educational opportunities.

Goal 5: SWV provides a safe and supportive learning environment for all students and staff.

- Objective A: Students will comply with SWV expectations and procedures 100% of the time.
- Objective B: All students will be educated in learning environments that are safe, bully-free, drug-free, and conducive to learning.
- Objective C: SWV will comply with the District Crisis Management Plan.
- Objective D: SWV behavior interventions will aid in serve the unique needs of all students.
- Objective E: SWV teachers will continue to be trained and implement Conscious Discipline.

Goal 1: All students will achieve academic success.

Objective A: All students and all student groups will pass the TAKS (Texas Assessment of Knowledge and Skills) in 2010-2011 and continue to reach high standards by 2013-2014.

Summative: Evaluation of '07 -'09 TAKS test scores for 2010-2011.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
1.1.1	Teachers will conduct in-school tutoring for those children in Grades K through 4 who do not pass benchmarks.	Gr. K- 4 teachers	-\$675ARI (Accelerated Reading Initiative) -\$1600 AMI (Accelerated Math Initiative) - \$4000 Title I - district funding	Oct. - April	<ul style="list-style-type: none"> - DMAC - TAKS - TPRI K-2nd - TEMI - AIMS Web - Numeracy practice tests - Accel. Math data - Formal / Informal Assessments - Increased student achievement - District-wide benchmarks - Data collected by individual teachers
1.1.2	Teachers will utilize Literacy Library, reading resources, CSISD Balanced Literacy Framework, LLI Kits, and other supplemental resources	HS-4 Classroom teachers	Literacy Library \$1000 Title I, \$500 PTO	Aug - May	Progress Monitoring Lesson Plans <ul style="list-style-type: none"> - Universal Screeners - Reading benchmarks - TAKS benchmarks - CBM - Math Specialist - Reading Specialist
1.1.3	Continuous assessment will be used to evaluate and plan reading/writing /math instruction.	HS – 4 Classroom teachers, Math Specialist	Cost of printing supplies	Aug. – May	<ul style="list-style-type: none"> - Universal Screeners - Reading benchmarks - TAKS benchmarks - CBM - Math Specialist - Reading Specialist

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
1.1.4	Student recognition	Administration, Teachers, and Community Partnership- Brazos Valley Credit Union Texas Roadhouse Wal-Mart-College Station	<ul style="list-style-type: none"> • Donated by Kiwanis Int'l (pins, pencils, certificates) • Certificates, ribbons (\$300 PTO donation) • Certificates \$20, banners for classes with highest 6 weeks percentage 	End of each six weeks	Increased student achievement with B.U.G. Awards All A Honor Roll Perfect Attendance Awards, Eagle awards
1.1.5	Teachers will conduct Tier II and III interventions for those children in Grades 1 through 4 who do not pass benchmarks.	Specialist-Math/Reading/Science	ARI/AMI Funding	Oct.- April	Individual student TAKS scores, Progress Monitoring,
1.1.6	Teachers/Reads Counts volunteers will conduct tutoring for Grades 3-4 (ie.,TAKS Tutorials)	Specialist-(Math/Reading), Teachers, Read & Counts Tutors	\$100 Title I Parent Involvement	Sept-May	increased student achievement
1.1.7	Curriculum Alignment will support vertical and horizontal alignment of literacy, numeracy, and science content, skills and assessments.	District ELA/Math/ Science Leadership Teams	District funded	Aug - May	TAKS scores objectives met
1.1.8	Students will use the writing process to plan, draft, revise, proofread, edit, and publish.	District ELA- Reading Specialist Classroom teachers K-4	\$1000 Title I and/or needed campus funds	Aug - May	Students' published writing; increased student achievement, conferencing with students, 4 th grade TAKS writing scores

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
1.1.9	TAKS Tornado charts used as additional resources	HS -4 Classroom teachers	\$150	Aug – May	increased student achievement
1.1.10	Tier II students will work with the Literacy Specialist and Math Specialist for support in the appropriate area.	Literacy Specialist and Math Specialist/ Title I Specialist	N/A	Aug - July	TAKS scores objectives met (AEIS data)-Universal screeners, benchmarks, CBM, AIMS web, DMAC.

Goal 1: All students will achieve academic success.

Objective B: At least 95% of all students will meet or exceed grade level minimal expectations required on assessments.

Summative: Evaluation of progress on benchmark scores.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
1.2.1	Teachers will plan and teach using various resources to meet the needs of individual students (i.e., classroom books/ tests, Literacy Library, Special Ed; ESL, G/T, Let’s Read, TEKS, Rigby, A to Z, TX Reading Initiative, state adopted texts, Curriculum mapping, etc.).	Classroom teachers, Specialist	Reading Specialist; Literacy Cadre; Literacy Library; as available: - \$2000 Title I funds - \$800 paper cost - community/business donations - PTO donations - other awarded funds	Aug - May	Body of evidence Lesson plans, TPRI assessments, universal screeners, running records, DMAC reports
1.2.2	Monthly Math/ELA/SPED’s staff development	Math/Read/SPEDs specialist, Early intervention Spec.	N/A	Aug-May	Increased scores on benchmarks and CBM’s, and DMAC

Goal 1: All students will achieve academic success.

Objective C: K, 1st and 2nd grade students who did not pass established minimal expectations at the beginning of the year will increase their scores on assessments by 50% or more by the end of the year.

Summative: Comparison of end of the year scores to previous benchmarks.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
1.3.1	Students will be provided with the following opportunities as needed: - Tutoring -One-on-one/small group re-teaching - Mentors - Tier I, II and III Intervention - Jump Start	Classroom teachers, Specialist Counselor/ Administrators District	District \$7133	Aug - July	- Body of evidence - Evaluation of effectiveness of program - Teacher observation Increased student success in reaching benchmark levels

Goal 1: All students will achieve academic success.

Objective D: All SWV students will receive science related instruction that corresponds to the grade level appropriate TEKS in preparation for the 5th grade science TAKS test.

Summative: Comparison of grade level science curriculum through curriculum council and curriculum aligning process.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
1.4.1	Continue to update grade level science materials/organizational systems	Curriculum Cadre	N/A	May	Needs assessment and projections

Goal 2: SWV will provide educational opportunities to meet the unique needs of all students.

Objective A: HS – 4th grade students who demonstrate a high level of proficiency on benchmarks will receive additional enrichment opportunities.

Summative: Students will participate in higher level classroom activities.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
2.1.1	Students who meet stated criteria will be challenged by additional literacy enrichment opportunities.	Classroom teachers GT/Librarian	G/T-Enrichment, Library (visiting author \$700), other available funds	Aug. – May	- Student participation and satisfaction; - continued success
2.1.2	High-achieving math students in Gr. HS - 4 will be challenged with additional enrichment opportunities.	Classroom teachers, Enrichment specialist, GT, Math Specialists	\$700 G/T- Enrichment Budget or other available funds	Sep. - May	- Student participation and satisfaction; - Continued success
2.1.3	Students will use interactive educational games-Wii, computer programs, music instruments,etc., for additional enrichment, outdoor math board	Specialist- Math, Reading, music, and Classroom teachers	Grants, donations from Wal-mart	Aug.-May	- Student participation, continued success

Goal 2: SWV will provide educational opportunities to meet the unique needs of all students.

Objective B: All Limited English Proficient students will work toward proficiency in English and reach high academic standards.

Summative: Evaluation of student scores on RTPE, proficiency in English and student success.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
2.2.1	ESL -read independently with students -peer tutoring -parent volunteers -parent tutoring -using music to teach ESL skills -teachers meet with CIT	ESL Teacher, ESL certified grade level teachers	\$1000	Aug - May	Student scores on RTPE

Goal 2: SWV will provide educational opportunities to meet the unique needs of all students.

Objective C: Students considered for GT placement and enrichment activities will be representative of the SWV student population.

Summative: Evaluation of students selected for GT placement and/or enrichment opportunities.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
2.3.1	G.T. Criteria	GT/Enrichment Specialist	GT Budget	Aug - May	C.S.I.S.D Selection criteria, comparison of individual scores, assessment instruments, and student population groups.

Goal 2: SWV will provide educational opportunities to meet the unique needs of all students.

Objective D: Interventions for all students will be provided as needed.

Summative: The number of referrals for special education testing will be decreased.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
2.4.1	All children will receive vision and hearing screenings.	Nurse	Substitute nurse cost 1 day	Aug.- May	Vision/Hearing Documentation
2.4.2	Children who do not meet grade level requirements will receive RTI Interventions such as: <ul style="list-style-type: none"> • SIT will review all referred children • Let’s Read classes for identified students • Eagles’ Club • Small Group Tutoring 	Grade level teachers	N/A	Aug. – May	Increased grade level scores / grades
		HS-4 th , SIT Committee	N/A	Aug. – May	- Decreased number of Sped. referrals - RTI
		Dyslexia Specialist	N/A	Sept. – May	Let’s Read documentation / evaluation
		Title I	Title I funds	Aug. – May	Eagles’ Club documentation and evaluation
2.4.3	Accelerated Reading Instruction (ARI), Accelerated Math Instruction (AMI)	Grade level teachers	Stimulus Grant	Aug. - May	Student improvement in grades/ scores
		Grade level teachers	ARI/AMI funds (specified elsewhere)	Aug. – May	ARI, AMI data, DEMAC

Goal 2: SWV will provide educational opportunities to meet the unique needs of all students.

Objective E: Students identified for special education services will be representative of the SWV student population.

Summative: The number of referrals for special education testing will be decreased.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
2.5.1	Student Intervention Team	SIT Committee	N/A	Aug-May	Target students who are not meeting grade level expectations

Goal 2: SWV will provide educational opportunities to meet the unique needs of all students.

Objective F: Students accepted into the dual language program will receive instruction equally in both English and Spanish.

Summative: Evaluation for the students selected in the dual language program.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
2.6.1	Dual Language Classes	Dual Language Teachers	District/Title funds	Aug-May	Enrollment Request Parent Surveys, Benchmarks, Student participation and satisfaction. Body of evidence, assessments, training.
2.6.2	Rosetta Stone Language Software	Dual Language Teachers, Computer Specialist, Teachers and Parents	Title I	Aug-May	
2.6.3	Rosetta Stone staff development	Computer Specialists/ESL	Title I District funds	Monthly	Training, observations.
2.6.4	Rosetta Stone Parent/Teacher Training	Campus	Title I District funds	Sept.-May	Training, observations, evaluations, feedback

Goal 2: SWV will provide educational opportunities to meet the unique needs of all students.

Objective G: Interventions for students classified as homeless will be provided as needed.

Summative: Evaluation for the student identified.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
2.7.1	Staff development/Supplies/ Parent Involvement	Administration/ Family Facilitator, Nurse, Teacher, Attendance Clerk	Up to \$700 per homeless student- HEDA funds	Aug-May	Surveys, District Data, and Teacher records.

Goal 3: SWV educational practices will be predicated on scientifically based research.

Objective A: On-going professional development related to the 10 Design Qualities will be provided ensuring the authentic engagement of all students.

Summative: Increased implementation of the literacy and math training received.

****Staff development is grouped by subject areas under this objective.**

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
3.1.1	Teachers will attend staff development sessions on literacy.	Literacy Specialist, Administrators	\$100	Aug. - May	Successful implementation of the literacy philosophy
3.1.2	Math staff development training will be offered according to student needs.	Math Leadership Specialist, Teacher, Administrators	\$100	Aug. - May	Increased understanding of problem solving & techniques for teaching problem solving
3.1.3	Staff development will be provided by a consultant.	Principal	\$2000- Title I funds	Aug. - May	Increased understanding/feedback
3.1.4	G/T training will be provided by Enrichment Coordinators.	G/T – Enrichment Coordinator	TBA	In-service Days	Completion of G/T hours
3.1.5	Technology staff development will be offered on an as-needed basis throughout the school year --training on Pinnacle --summer CSISD workshops --curriculum mapping --First Class --Rosetta Stone --other as available	Technology Facilitator	Title I and other campus funding	Aug - May	Technology Literate Staff, implementation of technology in the classroom

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
3.1.6	Teachers will be provided with required training in the following areas: -Conscious Discipline -cultural diversity (CAP) -CPI (Crisis Prevention Institute) training for core team	Principal, District , Counselor, Specialist Teachers, other presenters	District Funding /Campus Budget	Aug. - May	Staff development evaluation forms for each training session
3.1.7	Staff development training will be offered on how to help students with dyslexia, reading disabilities, and learning disabilities.	Counselor/Special Ed. teachers/Nurse/ Faculty and Staff/ Title I/Literacy Specialists	District/Campus Budget	Aug. - May	Evaluation Forms
3.1.8	Teachers will be provided with required training in the following areas: -conflict resolution classroom management (Code of Conduct) -confidentiality -cultural diversity (CAP) -CPI (Crisis Prevention Institute), CPS Protocol, training for core team	Principal, Counselor, Specialist, Teachers, other presenters	Campus Budget/Community Donors	Aug. - May	Staff development evaluation forms for each training session
3.1.9	Teachers training in TAKS objectives/strategies will be provided in Professional Learning Communities, CADRES, and other grade level meetings.	Principal, Specialist, Counselor, other presenters	N/A	Aug. – May	Increased student achievement
3.1.10	All Faculty will be trained in CPI and RTI Intervention process.	Administrators/ Counselor/Behavior Specialist	N/A	Aug	Increased teacher understanding

Goal 3: SWV educational practices will be predicated on scientifically based research.

Objective B: Curriculum will be aligned to the TEKS (Texas Essential Knowledge and Skills) in all content areas.

Summative: Teachers will implement curriculum aligned to the TEKS in all content areas in the classroom.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
3.2.1	Reading/writing process and philosophy will be aligned to the TEKS.	ELA Team/Reading Specialist, Classroom teachers, Principals	N/A	Aug - May	Successful implementation of literacy philosophy, Lucy Caulkins, Writing Academy

Goal 3: SWV educational practices will be predicated on scientifically based research.

Objective C: Instruction will be given by highly qualified teachers and highly qualified paraprofessionals.

Summative: All teachers will have a bachelor’s degree, meet full state certification, and demonstrate subject competency at all levels.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
3.3.1	Certified teachers meet requirements of “highly qualified” teachers.	All grade level teachers and administrators	N/A	Aug - May	Verification of teacher records and necessary requirements
3.3.2	Para-professional will meet requirements of “highly qualified” professionals.	Administrators, CSISD staff	N/A	Aug. – May	Verification of paraprofessional records and necessary requirements

Goal 4: SWV parents and community members will be actively engaged.

Objective A: Consistent staff communication across grade levels will enhance effective parent involvement.

Summative: Consolidation of parental communication.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
4.1.1	Campus-wide events on website/First Class that describes campus and classroom upcoming activities and holidays (i.e.-newsletters).	Technology Facilitator will update when classroom teachers give information for the calendar	N/A	ongoing	Parent feedback
4.1.2	Calendar for parents to be sent home that describes campus and classroom upcoming events, activities and holidays.	Secretary will publish calendar in Aug. with Student Handbook with all known dates for the year for district-wide activities	\$300	August	Parent feedback/Attendance
4.1.3	Parent-Teacher Conference forms and to be signed by both parties that document the conference and the responsibilities of the parent and teacher.	Classroom teachers	\$100	Oct. - May	Successful documentation/Attendance
4.1.4	Parent, Teacher, Student Compact outlines responsibilities of all parties and is signed by all parties	Teachers, Students, and Parents	\$200 Title I	Aug. – Sept.	Successful Documentation
4.1.5	Benchmark and CBM results will be sent home at the conclusion of each testing period.	HS-4 classroom teachers	N/A	Oct/Jan/May per benchmark test schedule and district guidelines	Parent feedback
	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation

4.1.6	Title I Parent Information Meeting	Title I/Literacy Specialist	\$100	Sept.	Parental feedback, Attendance
4.1.7	Facilitator for will engage Head Start families in parent/school activities.	HS Part-time Family Facilitator	State Compensatory Funding	Aug-May	State Compensatory assessments
4.1.8	End of year parent survey	Faculty, staff, parents	\$25	May	Survey feedback

Goal 4: SWV parents and community members will be actively engaged.

Objective B: All SWV staff will encourage and support parent involvement that is representative of the SWV student population.

Summative: Increased family participation in school activities.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
4.2.1	Parent-teacher workshops will be provided for all parents of Head Start and Kindergarten students.	HS, Kinder teachers, Head Start Facilitator	\$50	Aug.- May	Parental involvement records
4.2.2	Meet the Teachers and tour the school before the first day of school (announcements by newspapers, posters, and marquee).	All teachers and administrators, PTO	N/A	Aug. – Sept.	Increased parent turn out/feedback and attendance
4.2.3	Grade-level Parent Orientation HS- 4	All teachers and administrators	N/A	Aug-Oct.	Parental attendance and understanding of school procedures
4.2.4	Kindergarten Orientation	Kindergarten teachers	Title 1	Aug.	Increased parent attendance at presentations
4.2.5	Each grade level will participate in an organized activity to promote parent involvement. (I.e. holiday program, graduation, publishing party, Texas program, grandparent’s day.)	All SWV staff	Campus Budget	Sept- May	Increase parent involvement, Attendance
4.2.6	Parents and students will participate in organized physical activities.	P.E. Teachers	N/A	Aug- May	Increase parent participation

Goal 4: Parents and community members are actively involved throughout SWV.

Objective C: Effective parent involvement will be demonstrated through multiple opportunities for family friendly activities.

Summative: Increased parental involvement in programs provided by the school.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
4.3.1	Barbara Bush Parent Center/ Head Start parent programs are open to all SWV parents for parenting skills, etc.	Family Services Facilitator will post notification announcements around the school.	Cost of paper and printing.	Sept. - May	Parental participation
4.3.2	Parents will be given the opportunity to attend the Book Fair, and all afterschool presentations.	PTO SWV Librarian, Principal, Family Facil., Transportation Dept.	Title I, PTO budget,	Aug- May	Parental participation
4.3.3	PTO/SWV newsletter	Grade level representatives; special teachers; PTO volunteers	Paper (5 cs. yellow @ \$40 = \$200)	Each six weeks Aug. - May	Timely publication of newsletter
4.3.4	Friday Weekly Folders (for all grade levels and all students)	Classroom teachers	Cost of folders	Weekly, Aug. – May	Parent signatures on folder
4.3.5	3-week progress reports (required for those students not passing) and report cards each 6 weeks	Classroom teachers	N/A	Every 3 or 6 weeks as needed	Parent signatures on both reports

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
4.3.7	Parents will be given the opportunity to attend parent workshops at Southgate Village Community Center	Literacy Specialist, ESL Specialist, Head Start Family Facilitator, Principal classroom teachers as volunteered	\$100 Title I Parent Involvement for supplies, refreshments	Several times per year, dates TBA	Student / parent literacy skills will improve.
4.3.8	Continue to make resources available to improve the Southgate Village Community Center learning environment.	Literacy Specialist, ESL Specialist	\$100 Title I Parent Involvement for supplies	As needed	Increased parental involvement - Attendance
4.3.9	Public School week, Parent Appreciation days	Parent Involvement/ School activities Cadre, Classroom Teachers, VIPS, Principal	Student Activities	TBA	Increased parental Involvement- Attendance

Goal 4: Parents and community members are actively involved throughout SWV.

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

Summative: Increased parental involvement in programs provided by the school.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
4.4.1	Parent-teacher workshops will be provided for all parents of Head Start and Kindergarten students.	HS, Kinder teachers Head Start Facil.	\$100 Campus funds	Aug. - May	Teacher observation of student in class in following year
4.4.2	Meet the Teachers and tour the school before the first day of school (announcements by newspapers, posters, and marquee).	All teachers and administrators, PTO	Title I –Campus Budget	Aug	Increased parent turn out
4.4.3	Grade-level Parent Orientation Kindergarten, Gr. 3/4, Gr. 1/2 Head Start	All teachers and administrators	Title I	Aug-Oct	Increased parent turn out
4.4.4	Deerfoot Camp Opportunity	Camp Coords., Principal,AP, Counselor, Behav. Specialist	TAMU/ Camp Donors	June- July	Participation/feedback

Goal 5: SWV provides a safe and supportive learning environment for all students and staff.

Objective A: Students will comply with SWV expectations and procedures 100% of the time.

Summative: Improved educational atmosphere.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
5.1.1	Communicate campus expectations to Kids Klub, Aggie Buddies, Mission Buddies, and all other volunteers working with students.	Academic Coordinator	N/A	Aug. and when new volunteers / staff are added	Improved campus climate and decreased behavioral referrals
5.1.2	Eagle Awards of Excellence, Kiwanis Terrific Kids Awards, local area restaurant coupons.	Parent Involvement/ School activities Cadre, classroom teachers, local businesses	Cost of paper, printing, campus budget, donated by Kiwanis	At the beginning of the school year and when signing up new volunteers	Improved campus climate
5.1.3	Happy Visits	Principal, IC's, Specialist, VIPS, Business Partners	\$25	Ongoing through the year	Improved campus climate
5.1.4	Campus safety expectations will be presented to all staff at a faculty meeting and included in parent handbook	Administrators	N/A	Aug. - May	Before school staff development
5.1.5	Continuous communication through written correspondence on crisis-type of situations (i.e., Code Red)	Administrators	\$200	When necessary	Increased parent awareness of district & school policies & procedures

Goal 5: SWV provides a safe and supportive learning environment for all students and staff.

Objective B: All students will be educated in learning environments that are safe, drug-free, bully-free, and conducive to learning.

Summative: The number of incidents requiring attention to issues involving safe and supportive learning environments will be decreased.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
5.2.1	Red Ribbon Week	Drug free schools representative, counselor, Behav. Specialist	\$200 Student Activity Fund	October	- Improved campus climate - Improved drug awareness
5.2.2	Individual/Small-group discussions /support groups that relate to emotional issues	Counselor / TAMU psychology. Intern, Behavior Specialist	N/A	As needed	-Improved social / emotional well-being of SWV students
5.2.3	Safe Body and Non-Bullying Practices	Counselor, Scotty’s House Counseling service	N/A	September-May	- Improve safe school practices
5.2.4	School-wide character educational/Soc, skills curriculum	Counselor, Behav Special, teacher, admin.	Campus Funding	Aug. – May	Decrease in the number of students needing Tier II Behav. Interven

Goal 5: SWV provides a safe and supportive learning environment for all students and staff.

Objective C: SWV will comply with the District Crisis Management Plan.

Summative: The number of incidents requiring attention to issues involving safe and supportive learning environments will be decreased.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
5.3.1	Drills as regulated by FEMA	SWV Crisis Management Team	N/A	Aug.-May	Procedures and efficiency of drills
5.3.2	Raptor System/ informative Safety signs for all visitors.	District Safety Team- Campus Receptionist	District/ Campus Budget	Year Round	Computer Check System-Campus Safety
5.3.3	Electronic Door Code Locks	District Safety Team- Campus	District/Campus Funds	Year Round	Improve campus Safety

Goal 5: SWV provides a safe and supportive learning environment for all students and staff.

Objective D: SWV behavior interventions will serve the unique needs of all students.

Summative: The number of incidents requiring attention to issues involving safe and supportive learning environments will be decreased.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
5.4.1	Education of staff on procedures for implementing BIPs, mediation, CD	Diagnostician, Counselor, Behavior specialist, District	Stimulus Grant	Aug. Staff Development	BIPs are more effective
5.4.2	Behavioral Intervention Specialist	Principal	Stimulus Grant funding	Aug.- May	Lower the number of discipline and classroom conflicts, while increasing effective safety practices and the learning.

Goal 5: SWV provides a safe and supportive learning environment for all students and staff.

Objective E: SWV teachers will continue to be trained and implement Conscious Discipline.

Summative: The number of incidents requiring attention to issues involving safe and supportive learning environments will be decreased.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
5.5.1	Conscious Discipline Training and implementation	Principal/District/ Counselor, and campus CD Cadre Leaders	District/Campus Budget	Aug. Staff Development/ Ongoing throughout year.	Lower number of discipline referrals and classroom conflicts

Southwood Valley Elementary Appendixes

Appendix

No Child Left Behind/Law 107-110

Ten Requirements for Title I School-wide Program

1. A comprehensive needs assessment of the entire school (including consideration of 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. School-wide 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 before- and after-school 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 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 school-wide program, which may include –
 - counseling, pupil services, and mentoring services;
 - college and/or career awareness and preparation
 - the integration of vocational and technical education programs
 - provide opportunities for all children to meet the state’s proficient and advanced levels of student performance
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. Campus Improvement Plan (CIP) must include strategies to attract high quality, highly qualified teachers and must clearly show how coordination and integration occurs between federal, state, and local services and programs
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, to local elementary school programs
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 111(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 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.

Appendix B
College Station Independent School District
SOUTHWOOD VALLEY ELEMENTARY
School-Parent Compact

As a **teacher** at Southwood Valley Elementary School, I will take responsibility for my students learning:

- I will respect your child and you at all times.
- I will teach your child a love for learning
- I will keep you, the parent/guardian, informed as to your child’s progress at least every six weeks.
- I will contact you, the parent/guardian, should special circumstances occur.

Teacher’s signature

Date

As a **parent/guardian** of a student at Southwood Valley Elementary School, I will take responsibility for his/her learning:

- I will look for opportunities to discuss education and to praise my child each day.
- I will set aside a quiet time, free of TV, electronic devices, and other distractions, to have special time to listen and talk with my child each day.
- I will have my child rested, prepared, and on time to learn each day.
- I will read to and listen to my child read each day.
- I will discuss the following student responsibilities with my child.

Parent’s signature

Date

As a student at Southwood Valley Elementary School, I will take responsibility for my learning:

- I will be proud of Southwood Valley Elementary School and have respect for everyone there.
- I will be responsible for my own behavior and choices.
- I will put forth my best effort.
- I will come to school prepared to learn.
- I will share three important things happening at school each day with my family.

Student’s signature

Date

SOUTHWOOD VALLE 104

TAKS-RETURN₂₀₁₀

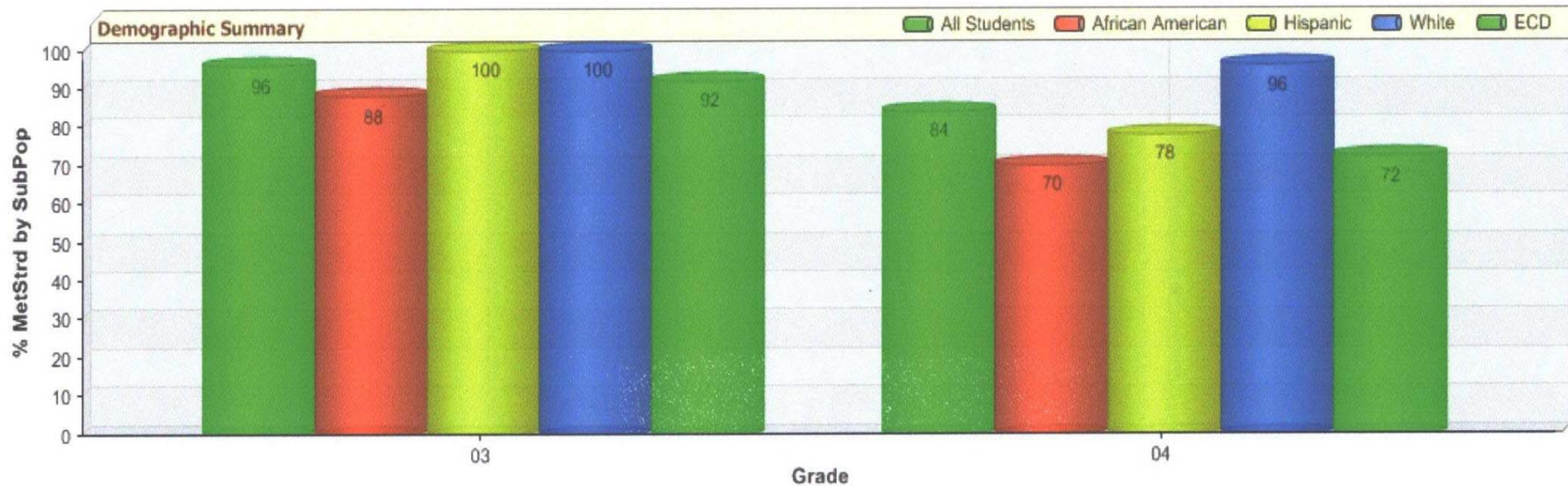
Accountability		Reading/ELA								
Student Group	#Test	#Pass	%Pass	#P +tpm	%P +tpm	#Com	%Com	#C +tpm	%C +tpm	
All Grades	All Students	143	127	89%	131	92%	44	31%	48	34%
	Afr. Ameri.	57	44	77%	45	79%	4	7%	4	7%
	Hispanic	18	16	89%	18	100%	4	22%	5	28%
	White	58	57	98%	58	100%	28	48%	31	53%
	Econ. Disadv	85	69	81%	73	86%	12	14%	12	14%
		Math								
Student Group	#Test	#Pass	%Pass	#P +tpm	%P +tpm	#Com	%Com	#C +tpm	%C +tpm	
All Grades	All Students	144	111	77%	125	87%	43	30%	48	33%
	Afr. Ameri.	57	33	58%	39	68%	2	4%	3	5%
	Hispanic	18	17	94%	17	94%	5	28%	5	28%
	White	59	51	86%	59	100%	30	51%	32	54%
	Econ. Disadv	85	58	68%	68	80%	15	18%	16	19%
		Writing								
Student Group	#Test	#Pass	%Pass	#P +tpm	%P +tpm	#Com	%Com	#C +tpm	%C +tpm	
All Grades	All Students	71	60	85%	69	97%	5	7%	30	42%
	Afr. Ameri.	27	20	74%	26	96%	1	4%	3	11%
	Hispanic	12	12	100%	12	100%	0	0%	4	33%
	White	29	25	86%	28	97%	2	7%	20	69%
	Econ. Disadv	42	35	83%	40	95%	1	2%	9	21%



TAKS Demographics by Grade for Reading/ELA for SOUTHWOOD VALLEY EL

Year: 2010 Language(s): English, Spanish Test Version(s): TAKS, TAKS-Acc
Calculation Option: MetStrd Retests: First Administrations Source: Snapshot
Subject(s): Reading/ELA

Subpopulation	Grade 03			Grade 04		
	Tstd	MStd	%	Tstd	MStd	%
All Students	67	64	96	63	53	84
African American	24	21	88	23	16	70
Hispanic	7	7	100	9	7	78
White	29	29	100	28	27	96
ECD	38	35	92	36	26	72

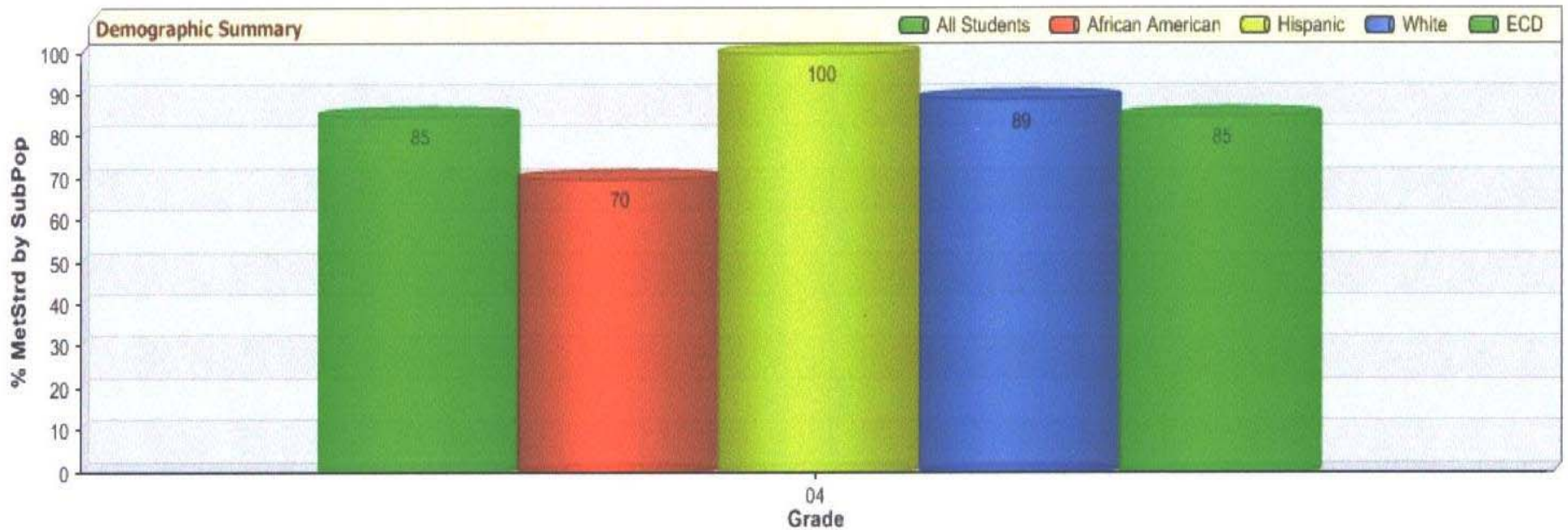




TAKS Demographics by Grade for Writing for SOUTHWOOD VALLEY EL

Year: 2010 Language(s): English, Spanish Test Version(s): TAKS, TAKS-Acc
Calculation Option: MetStrd Retests: First Administrations Source: Snapshot
Subject(s): Writing

Subpopulation	Grade 04		
	Tstd	MStd	%
All Students	61	52	85
African American	20	14	70
Hispanic	10	10	100
White	28	25	89
ECD	33	28	85





TAKS Demographics by Grade for Mathematics for SOUTHWOOD VALLEY EL

Year: 2010 Language(s): English, Spanish Test Version(s): TAKS, TAKS-Acc
 Calculation Option: MetStrd Retests: First Administrations Source: Snapshot
 Subject(s): Mathematics

Subpopulation	Grade 03			Grade 04		
	Tstd	MStd	%	Tstd	MStd	%
All Students	67	52	78	62	51	82
African American	23	14	61	22	13	59
Hispanic	7	7	100	9	8	89
White	30	24	80	28	27	96
ECD	37	25	68	35	25	71

