

SOUTHWOOD VALLEY ELEMENTARY

2011-2012



College Station Independent School District
Brazos County, Texas

Southwood Valley Elementary Campus Improvement Plan 2011-2012

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

Southwood Valley Elementary Needs Assessment Summary 2011-2011

Southwood Valley Elementary is an Early Head Start-4th grade campus which contains an estimated 500-plus widely-diverse student population who comprise several student groups including special needs, gifted, low socio-economic, migrant, and second language learners. The campus is designated a Title I campus, which is based on the high percentage of low socio-students who are in attendance here. Our population is currently at 73% low socio-economic, thus entitling us to receive extra funding towards staff and educational materials to improve and enhance the educational development of our students. *(These numbers are based on the 2010-2011 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, currently, all core curriculum teachers are GT and ESL certified and service ESL students through classroom inclusion. We have a Bi-lingual certified ESL Specialist and Speech Therapist who are utilized for "pull-out" and "reach in" programming to accommodate our non-English students with extra needs. Within the last two years Southwood Valley has become an emerging Dual Language campus. During the 2010-2011 school year, we welcomed the addition of a second grade classroom to this program, as well as an expansion to our Kinder classroom setting due to the high demand of students waiting to enter this program. For this 2011-2012 school year we will increase our DL program to include Third grade, as well as an additional classroom in First grade to accommodate the increased number of Kinder students added during the 2010-2011 school year transitioning to this grade level. As this program increases in popularity, classroom accommodations, Spanish materials, computer software, training, and staff will continue to be a priority for its continued success. With the assistance of Title I and ESL funding, we will maintain our partnership with Rosetta Stone software, which allows our students and parents access to learning outside of the classroom.

In conjunction with the College Station district initiative to improve student performance on state mandated assessment test, Southwood Valley will continue its efforts to improve student performance and close the gaps between our subgroup populations. While our 2011 TAKS results showed improvements for our campus as a whole, we do recognize that there are still gaps in the academic achievements of our African American students as compared to our other sub-populations who test on the same material. Southwood Valley is very proud of its 2010-2011 T.E.A. Recognized status and that we met the federal Adequate Yearly Progress (AYP) requirements. Our team will continue to focus on improving the performance of "all" students for the 2011-2012 school year, while increasing additional focus on the performance of students who fall under the umbrella of special education. Improving overall student attendance will also remain part of our general focus. We are proud to be part of the district's concrete efforts to address concerns involving the achievements (or lack of) of our African American student population, and will do so by our participation in the research and best practices presented by Dr. Mac Hines, professor at Sam Houston State University, who will work directly with Southwood Valley in helping our campus family better understand why these achievement gaps continue to exist despite our conscious efforts to reduce and to one day close them. Math and science will remain primary subjects targeted for improvement. The delivery of a research-based core curriculum, assessment, evaluation, and intervention within an RtI model will continue in all related content areas. Our balanced literacy approach will expand to include more focus on daily writing for curriculum delivery in the language arts area. We are very grateful for the opportunity given for several of our staff to train extensively in a workshop model this summer in New York, and the wealth of knowledge that is being shared with the staff to continue this process on our campus. Our math department, with the assistance of our Math Specialist, has expanded to accommodate the needs of our Spanish speaking students, and will continue to train teachers weekly on how to provide engaging lessons that will nurture the learning of the students as well as meet the needs for the changes that will occur with the

new state mandated testing requirements. The need for reading and math specialists on our campus has proven to be vital in assisting with the growth our teachers will need to ensure them with proper teaching tools to provide all students with a rich and engaging classroom curriculum plan. Having these specialists, also allows for small group intervention with students in and out of the general classroom setting. We will continue with professional developments, books studies, which will include: *Switch*, by Chip and Dan Heath; *Who Moved My Cheese* and *The Present* by Dr. Spencer Johnson; and *Comprehension Connections* by Heinemann. The book studies will be led by our administrative, leadership, and Professional Learning Committee teams. Due to committed efforts on behalf our teachers and the generosity of the various grant donors; the CSISD Education Foundation, Oprah's Educational Grants, and donor sites, some of which include Limeades for Learning, several of the classrooms will receive classroom sets of smart board interactive IPods, a motor- fitness lab for our physical education class, several new musical instruments, and classroom scanners for the Smartboards. Funding from Title I will allow new updated computers for every classroom to assist in engaging students with interactive technological classroom instruction. We will continue to use our outdoor math-lab as a vital component towards increasing student knowledge.

During this 2011-2012 school year, Southwood Valley will return to 22:1 student to teacher ratio classroom sizes. For the past two years, our campus was honored to receive stimulus funding that allowed for smaller classroom sizes, 16:1, and an allotment for a Behavior Specialist. We would like to extend much gratitude to our district leaders for making this opportunity available to us. With this stimulus, we were able to see increased classroom harmony, a reduction in our discipline referrals, and increased parental communication and involvement on our campus. SWV believes in the philosophy of Conscious Discipline and delivers it as a behavioral core curriculum. We will continue with the implementation plan for Conscious Discipline training 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. With district assistance, and knowledge of the discontinuation of Behavior Specialist, we were able to send administrative staff to the *Randy Sprick's – Foundations for Safe and Civil School*, to train in RTi behavior interventions for levels for student behaviors that surpass Tiers 1 and 2. It is our intent to continue in our efforts to reduce disrupting behaviors, bullying concerns, referrals to D.E.A.P. , and to make Southwood Valley a safe and learning environment.

This school year will also bring into fruition reductions in budgets, campus staffing, and district rezoning. Sadly, our campus will be losing a longtime member of our school family, the Southgate Village Apartment complex, their management staff, and the students and families whom we have served for over 15 years. While we will miss them dearly, we know that the district's commitment for "**Success...each life...each day... each hour**" will still continue at their newly zoned campuses.

Over the past three years our Parent Teacher Organization (PTO) has and hopes to continue to maintain its strength in numbers, membership, and family/school involvement. Southwood Valley continues to support and celebrate engaging family events throughout the year. We have also been able to formulate some great community business partnerships with our local area Wal-Mart and the Brazos Valley Schools Credit Union. We also utilize a partnership with Big Brothers / Big Sisters, Texas A&M University Reads Count program, and the Texas A&M University Corps of Cadets, to promote positive relationships and sustainable connections with our students.

This school year, Southwood Valley Elementary will embrace "**Pieces of Peace.**" We recognize that it is through the "*pieces*" of: *commitment, relationships, cultures, community, education, success, and family, etc.*, we, the SWV school family has been able to work collectively together harmoniously for the success of

each student and the families we service and find a sincere “*peace*”. As proud Eagles, we look forward towards spreading our wings, soaring to higher heights, and sharing our “**Peace in the Valley**” throughout this school year.

Campus Improvement Plan Committee
2010-2011 (*2011-2012 members will not be elected until Sept. 2011*)

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

**College Station ISD
District Improvement Plan
Goals and Objectives
2011-2012**

Goal 1: All students will achieve academic success.

Objectives

Objective A: All students will pass state mandated assessments in 2011-2012.

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

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

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 state mandated assessments.

Activity Statements

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 1	Teachers will continue to provide aligned curriculum to the state TEKS, readiness and supporting standard in the math, ELA/Writing, and Science	Administration Specialists(math/Reading) Gr. K- 4 teachers	-ARI (Accelerated Reading Initiative) -AMI (Accelerated Math Initiative) - Title I funding - district funding	Aug-May	<ul style="list-style-type: none"> - Lesson Plans - Scope and Sequence - Walk-thrus
Activity 2	Teachers will continue to use supplemental reading activities(Literacy Library)	HS-4 Classroom teachers, Reading Specialist	Title I, HeadStart Literacy Library Title I, PTO	Aug - May	<ul style="list-style-type: none"> - Universal Screeners - Reading benchmarks - TAKS benchmarks - CBM - Math Specialist - TEMI
Activity 3	Continuous assessment will be used to evaluate and plan reading/writing /math instruction.	Administrators HS – 4 Classroom teachers, Math Specialist	-District funding -Title I	Aug. – May	<ul style="list-style-type: none"> -District/Campus Data Collections -Increased student achievement. D-Mac Data

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 4	Student recognition	Administration, Teachers, and Community Partnership- Brazos Valley Credit Union Texas Roadhouse Walmart-College Station	<ul style="list-style-type: none"> • Donated by Kiwanis Int'l (pins, pencils, certificates) • Certificates, ribbons (PTO donation) • Certificates ARI/AMI Funding 	End of each six weeks	Increased student achievement with B.U.G. Awards All A Honor Roll Perfect Attendance Awards, Eagle awards(weekly-PTO)
Activity 5	Teachers will conduct in-school tutoring for those children in Grades 1 through 4 who do not pass benchmarks.	Administrators Specialist- Math/Reading/Science/Teacher	Title I Parent Involvement	Sept- May	-Campus/District data collections based on TEMI, TPRI, CBM, benchmarks,
Activity 6	Curriculum Alignment will support vertical and horizontal alignment of literacy, numeracy, and science content, skills and assessments	Specialist- (Math/Reading), Teachers,	Staff Time	Aug- May	Campus/District data increased student achievement
Activity 7	Students will use the writing process to plan, draft, revise, proofread, edit, publish	District/Reading Specialist ELA/Writing Teams/Title I Coordinator,	Title I and/or needed campus funds	Aug - May	Benchmark, Writing assessments, increased student achievement grades (K-4 th) State mandated assessments. Lesson Plans

Activity 8	Teachers will provide no less than 90 minutes of relevant instructional Math instruction during the given school day.	Administration, Math Specialist, Teachers	Staff Time	Aug. - May	Lesson Plans, walk-thrus, block Schedules
Activity 9	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, writer's workshop	Administration Classroom teachers, Specialists	Reading Specialist; Literacy Cadre; Literacy Library; as available: - Title I funds - paper cost - community/business donations - PTO donations - other awarded funds	Aug - May	Lesson plans, TPRI assessments, universal screeners, running records
Activity 10	Monthly Math/ELA/Science staff development	Administration, Specialist, SIT Team, SPEDs	Staff Time	Aug.- May	Engaging lessons plans, Walk-thru, assessments, D-mac data. Student work
Activity 11	Implementation of campus block scheduling	Administration Classroom Teachers	Staff Time	Aug.- May	Walk-thru assessments, Lesson plans, increased student achievements.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 12	Implementation of modified /accommodated instruction for SpEd’s students in the General education classroom.	Administration, SpEd’s Specialist, Classroom teachers, Math/Reading Specialists	Staff Time	Aug - May	Lesson plans, TPRI assessments, universal screeners, running records, Walk-thru, student achievements, campus/district data.
Activity 13	Students will engage in daily math fluency practices weekly.	Administration, Math Specialist, Classroom teachers K-4th	Staff Time	Aug.- May	Engaging lessons plans, Walk-thru, assessments, D-mac data. Student work
Activity 14	Implement the 10-components of a school – wide campus to improve student learning and achievement.	Administration, Title 1 Specialist Teachers, Family Facilitators.	Title 1 Funding	Aug. – May	Parent/Teacher Conferences, Signed Contracts.
Activity 15	Professional Learning Communities will provide support, evaluation, and research based instructional strategies.	Administration, Specialists, Grade Chairs,	Staff Time, Title 1	Sept- May	Monthly meetings, D-mac Data, assessment reports.

Activity 16	Students will be provided with the following opportunities as needed: <ul style="list-style-type: none"> - Tutoring -One-on-one/small group re-teaching - Mentors - Tier I, II and III Intervention - Jump Start 	Classroom teachers, Specialist Counselor/ Administrators District, Read/Counts-TAMU	District \$7133, Title I- \$5000	Aug - July	<ul style="list-style-type: none"> - Body of evidence - Evaluation of effectiveness of program - Teacher observation Increased student success in reaching benchmark levels, SIT data,
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Evaluation for Goal 1

All students will achieve academic success on the state mandated test and meet AYP requirements based on 2011-2012 state data.

Reduce the achievement gap between White students and African American, Hispanic, and economically disadvantaged students by 15%.

All students will increase their scores on assessments by 50% or more by the end of the year based on campus, district, and state data.

All Southwood Valley students will receive relevant science related instruction that corresponds to the appropriate TEKS in preparation for the 5th grade state mandated test.

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

Objectives

- Objective A:** The percentage of African American, Hispanic, and Economically disadvantages students will receive additional supports to meet district and state academic requirements as needed.
- 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:** Students accepted into the dual language program will receive adequate equal amounts of instruction in both English and Spanish.

Activity Statements

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 1	Use of collective data, and universal screening, and ongoing assessments to differentiate instruction and placement of students.	District, Administrators, Counselor,	District, Campus Budget, Title I	Aug. – July	Data results, SIT reports, and interventions determined for the students.
Activity 2	Provide staff developments that focus on intervention strategies for exceptional learners	Principals, District Supports, Specialist, Sp Ed’s	Title I, ESL/Bilg. Funding , Staff time.	Aug.- May	Staff development, attendance, Workshop registration, reduce enrollment in this area.
Activity 3	Provide researched – based interventions and progress monitoring for identified students.	Administrators, District, Classroom teachers, Counselor, Specialist	District and campus allocated funds, Title I, Staff Time	Aug. -June	District tracked data on at-risked students, decrease in SpEd referrals
Activity 4	Students who meet stated criteria will be challenged by additional literacy enrichment opportunities through GT and Dual Lang.	Classroom teachers, Enrichment specialist, GT, Math Specialists, Counselor	Campus Budget, Title 1, GT, ESL, and Staff Time	Sept- June	Student participation and satisfaction; Parent surveys, program Success.
Activity 5	High-achieving math students in Gr. HS - 4 will be challenged with additional enrichment opportunities.	Administrators, ESL Teacher, Bi-Lingual/ESL certified grade level teachers, Dual lang.	Campus Budget, GT, Title I funds	Aug.-May	Student participation and satisfaction; program evaluations, Parent surveys.
			Campus Budgeted		

Activity 6	Include underrepresented student groups in GT and DL Opportunities.	Administrators, District, Teachers.	amount from GT, ESL, DL, and Title 1	Aug- May	Increased representation in classrooms.
Activity 7	ESL/Dual Language Students -read independently with students -peer tutoring -parent volunteers -parent tutoring -using music to teach ESL skills -teachers meet with SIT	DL/ESL Language Teachers, Counselor	Title I Funds	Aug.-May	Student scores on RTPE, D-mac data, assessments, engaging lesson planning, and teacher walk-thrus.
Activity 8	Continue implementing best practices through Conscious Discipline, implement Foundations, and TREVOR	Administrators, Counselor, District Support Staff	Budgeted Funds, Counseling funds Staff Time	Aug.-June	Decrease in student discipline referrals, safety, and campus harmony among students.
Activity 9	Students will use interactive Educational games- Wii, IPods, additional computer programs, Smartboards, outdoor math boards, for additional enrichment opportunities	Specialist (reading, math, GT, C.A.M.P, and Classroom teachers.	Title 1 budget funds, grants, and local business partnerships- Wal-mart, Lowes, and PTO funding.	Aug- June	Student participation and satisfaction

Activity 10	All children will receive vision and hearing screenings.	Nurse	Staff time	Aug. – May	Vision/ Hearing Documentation
Activity 11	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 SIT Committee All Specialist, Administration	Title 1 Staff Time	Aug- June	SIT documentation, increased student academic improvement on grades, assessments, benchmarks, and state required assessments.
Activity 12	Student Intervention Team (SIT)	Administrators Counselor, Specialist, Teachers	Staff Time	Aug- June	Increased student academic and behavior improvements in students, SIT documentation.
Activity 13	Dual Language Classes	Administrators Dual Language Teachers	District/Title funds	Aug- May	Enrollment Request Parent Surveys, Benchmarks, Student participation and satisfaction.
Activity 14	Rosetta Stone Language Software	Dual Language Teachers, Computer Specialist, Teachers and Parents	Title I	Aug.- July	Enrollment data, assessments, training.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 15	Rosetta Stone staff development	Computer Specialists/ESL	Title I District funds	Aug.- May	Training, observations.
Activity 16	Homeless Liaison Trainings	Family Facilitator, Counselor, Attendance Clerk Region 6/District/Admin.	Staff Time	Sept- Oct.	Participation and knowledge of proper information. Train staff

Evaluation for Goal 2

Reduce the number of students represented in Special Education to be representative of the SWV student population.

Increase the opportunities for representation of African Americans, Hispanics, and economically disadvantaged students in Gifted/Talent and Dual Language enrichment programs.

Reduce the number of discipline referrals.

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

Objective A: Curriculum will be monitored, aligned, and reviewed to meet TEKS (Texas Knowledge and Skills) standards.

Objective B: Instruction will be provided to the students by highly qualified teachers and paraprofessionals.

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

Activity Statements

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 1	Ongoing alignment of the Curriculum to meet the standards in core subject areas.	District Curriculum, Specialist, Administrators	Campus Budget, Staff Time	Aug- July	Revised curricula based on State standards, Lesson plans
Activity 2	Implementation of district wide on-line RTI data and reporting system.	Administrators, Counselor, Specialist, Teachers,	District Funding, Staff Time	Aug- June	Campus access
Activity 3	Research-based interventions and progress monitoring provided for students at-risk.	Administrators, Counselors, Specialist, and Teachers.	Title I, Campus Budget, Staff Time	Aug- June	District tracking, SIT reports, decrease in SpEd referrals.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 4	Research – based practices on African American academic Achievement by Dr. Mac Hines.	District/Campus Administration,	District Funding Staff Time	May- Oct.	Evaluations, improvements in student/teacher/ family relationships, improvement in academics success
Activity 5	Teachers will attend staff development trainings on literacy, math, and science	Literacy/Reading Specialist, Math Specialist, and Science Rep.	Staff Time	Aug.- June	Registration through Eduphoria Workshop, Successful implementation of practices, student increase success through assessments, and data collection.
Activity 6	G/T trainings will be provided by the Enrichment Coordinator	G/T Enrichment Coordinator	Staff Time	Aug- May	Certificates of completion.
Activity 7	Technology staff development will be offered on an as-needed basis throughout the school year -- training on Google Doc. --summer CSISD workshops --RTi On-line --Eduphoria --Rosetta Stone -- E-school, Moodles And other as they are implemented	Technology Director/ Facilitator	Staff Time, Title 1 funds	Aug/- May	Certificates of Completion

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 8	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/Title1/Literacy Specialists	District/Campus Budget	Aug. – May	Staff development registration/Evaluation Forms
Activity 9	Teachers will be provided with required training in the following area: Conflict resolution, classroom management, Code of Conduct, Confidentiality, Diversity, CPI, CPS Protocol, RTI, SIT, and any additional training as needed.	Principal, Counselor, or District approved presenters.	Campus Budget, Staff Time	Aug.- May	Staff development registration/evaluation forms for each training session.
Activity 10	Teachers will be trained on new state mandated requirements for STAAR testing through Professional Learning Communities, CADRES, and staff development trainings.	Principal, Counselor, or District approved presenters.	Campus Budget Staff Time	Aug. – May	Staff development registration/evaluation forms for each training session.
Activity 11	All teachers will meet certification requirements for Highly-qualified and ESL.	Human Resource, Administrators	Staff Time	Aug. – May	Verification of records as specified by T.E.A.
Activity 12	All Para-professionals will meet certification requirements for Highly qualified.	Human Resource, Administrator	Staff Time	Aug.- May	Verification of records through HR.

Evaluation of Goal 3

Teachers and staff will be provided with relevant researched-based practices to increase their knowledge of the aligned state-mandated curricula.

Teachers will implement use of the online curricular document made accessible by the district to improve student achievement.

Goal 4: Parents and Community Members will be Actively Engaged .

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 campus and district's strengths and challenges.

Activity Statement

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 1	Campus-wide events on website 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
Activity 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	\$100- Parent Involvement Funds	August	Parent feedback/Attendance
Activity 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
Activity 4	Parent, Teacher, Student Compact outlines responsibilities of all parties and is signed by all parties.	Teachers, Students, and Parents	\$200 Title I Budget	Aug. – Sept.	Successful Documentation

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 5	Benchmark and CBM results will be sent home at the conclusion of each testing period.	EHS-4 classroom teachers	N/A	Oct/Jan/May per benchmark test schedule and district guidelines	Parent feedback
Activity 6	Title I Parent Information Meeting	Title I/Literacy Specialist	\$100	Sept.	Parental feedback, Attendance
Activity 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
Activity 8	End of year parent survey.	Administrator Faculty, staff, parents.	\$25	May	Survey feedback
Activity 9	Parent-teacher workshops will be provided for all parents of Early Head Start and Kindergarten students.	EHS, HS, Kinder teachers, Head Start Facilitator	\$100 - HS	Aug- May	Parent Involvement, sign-in, and feedback

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 10	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
Activity 11	Grade-level Parent Orientation EHS- 4	All teachers and administrators	Title I , PTO donations.	Aug-Oct.	Parental attendance and understanding of school procedures
Activity 12	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	Increased parent attendance at presentations Increase parent involvement, Attendance
Activity 13	Parents and students will participate in organized physical activities and use the Motor Lab to gain understanding of the body and science.	P.E. Teachers	Education Grant	Aug- May	Increase parent participation, healthy fitness.

Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation	
Activity 14	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.	\$25 Paper	Sept. - May	Parental participation increased
Activity 15	Parents will be given the opportunity to attend the Book Fair, and all afterschool presentations.	PTO SWV Librarian, Principal, Family Facil., Transportation Dept.	Campus Budget, PTO Donation	Oct and Feb..	Parental participation increased
Activity 16	PTO/SWV newsletter	Grade level representatives; special teachers; PTO volunteers	Paper (5 cs. yellow @ \$40 = \$200)	Quarterly- Aug. - May	Timely publication of newsletter
Activity 17	Parents will have daily access to their child's grades and attendance through E-School access	District Technology Classroom Teachers	N/A	Sept- May	Instant Feedback
Activity 18	Parents will receive updates on their child's absences through School Messenger system, PTO web page, and SWV Facebook, and CSISD web.	District Technology, Administrator, appointed Staff	District Funding	Aug- May	Improve attendance, instant feedback.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 18	Deer-foot Summer Camp Opportunity	The Thornton's., Principal, AP, Counselor,	TAMU/ Camp Donors	June- July	Participation/feedback
Activity 19	Campus TV Monitors will reflect the engaged learning of students daily	Tech. Specialist Classroom Teachers	Donations from Wal-mart	Aug- May	Positive feedback

Evaluation of Goal 4

Parents and community will be made aware of the school-wide information and updates through a developed communication plan.

Increased involvement of parents and community will result in increased campus harmony and improved student academic success.

Increase communications through the world- wide- web system: CSISD.org; Facebook, E-School, and SchoolMessenger.

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

Objectives

Objective A: Southwood Valley will comply with the District Crisis Management 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.

Objective D: Comply with state guideline to implement safe school practices to prevent school bullying.

Objective E: Provide programs and structure to address and improve student discipline thereby resulting in increased time on task and increased student achievement.

Activity Statements

Activity 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
Activity 2	Eagle Awards of Excellence, Kiwanis Terrific Kids Awards, restaurant coupons	Parent Involvement/ School activities Cadre, classroom teachers	\$10 Paper, printing campus budget, donated by Kiwanis	At the beginning of the school year and when signing up new volunteers	Improved campus climate
Activity 3	Happy Visits	Principal, IC's, Specialist, VIPS, Business Partners	\$50	Aug. May	Improved campus climate
Activity 4	Campus safety expectations will be presented to all staff at a faculty meeting and included in parent handbook	Administrators	N/A	Aug. - May	Safe campus environment
Activity 5	Continuous communication through written correspondence on crisis-type of situations.	District Administrators	Staff Time	Aug. - may	Increased parent awareness of district & school policies & procedures

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
Activity 6	Red Ribbon Week	Drug free schools representative, counselor	\$200 Student Activity Fund	October	- Improved campus climate - Improved drug awareness
Activity 7	Small-group discussions /support groups that relate to emotional issues	Counselor / TAMU psychology. Intern	Staff Time	Aug- April	-Improved social / emotional well-being of SWV students.
Activity 8	Safe Body and Non-Bullying Practices (TREVOR)	Counselor, Scotty's House Counseling service	Staff Time	September-May	Improve safe school practices, decreased behavior referrals.
Activity 9	Drills as regulated by FEMA	Administrator	Staff Time	Aug- May	Improved safe school Practices
Activity 10	Raptor System/ informative Safety signs for all visitors	District Safety Team- Campus Receptionist	Campus Budget Staff Time	Aug- May	Improved safe school practices

Evaluation for Goal 5

Reduced concerns revolving around school safety.

Reduction in discipline and referral data.

Behavior interventions will meet the unique needs of all students.

Appendix A

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 Valley Elementary Appendixes

TAKS Demographics using Indicators by Subject for SOUTHWOOD VALLEY

Year: 2011

Calculation Option: 2011 TAKS Base Indicators Met Strd (Based on TAKS performance only)

Grade(s): 03, 04

SubPopulation	Reading/ELA			Mathematics			Writing		
	Tested	MStd	MStd%	Tested	MStd	MStd%	Tested	MStd	MStd%
All Students	123	110	89%	124	107	86%	71	64	90%
African American	36	28	78%	37	28	76%	24	20	83%
Hispanic	22	20	91%	22	17	77%	11	8	73%
White	57	55	96%	57	54	95%	30	30	100%
ECD	71	59	83%	72	58	81%	41	34	83%

