

# South Knoll Elementary School

## Campus Improvement Plan 2011-2012

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



**COMPREHENSIVE NEEDS ASSESSMENT  
SUMMARY  
(Title I, Component One)**

In reviewing the demographic composition of South Knoll over the past ten years, the percentage of Hispanic students has steadily increased from 11% to 38% as well as the numbers of economically disadvantaged students (38% to 62%). 25% of our student population is Limited English Proficient (LEP). The number of white students has decreased from 65% to 40% while the African American population increased from 12% to 15%. Currently, 49% of our students are considered “At-Risk” and the student mobility rate is 21%. This data is important as we realize the gradual change in demographics and how it directly impacts the services we provide for students. Additional resources, training and support are needed for the ESL/Bilingual program, particularly as the dual language program expands.

All South Knoll teachers and paraprofessionals meet the requirements and are considered “Highly Qualified” according to Title I requirements. In addition, 72% (36/50) of the professional teaching staff are ESL-certified. As the number of LEP students increase, having certified ESL teachers becomes more critical. Also, South Knoll met Adequate Yearly Progress requirements for the school year.

Although TEA’s passing standards for TAKS have steadily increased, a substantial decrease in Hispanic math achievement scores occurred in 2005. With a total of 80 Hispanic students taking the math TAKS in 2011, 88% of the 3<sup>rd</sup> graders and 92% of the 4<sup>th</sup> graders met the passing standard.

Hispanic	2003	2004	2005	2006	2007	2008	2009	2010	2011
Writing	82%	100%	77%	96%	85%	96%	92%	92%	95%
Reading	89%	88%	89%	90%	84%	86%	89%	76%	91%

<b>Math</b>	95%	94%	65%	75%	74%	76%	84%	80%	90%
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The steady improvement in the performance of the Hispanic students can be directly linked to the addition of bilingual instructional specialists in both reading and math to provide academic supports to our Spanish speaking students. The careful coordination of targeted assistance provided by these specialists and the support provided to our Hispanic students by their classroom teachers has had a tremendous impact on student performance.

A similar analysis of the TAKS performance of African American student group shows relatively consistent performance or growth in all areas with the exception of mathematics. Improving instruction in mathematics by using the workshop model, which has proven to be successful in reading, will be an area of focus.

<b>African American</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Writing</b>	38%	100%	*	*	80%	100%	92%	79%	85%
<b>Reading</b>	65%	50%	86%	100%	92%	96%	88%	88%	86%
<b>Math</b>	41%	40%	71%	100%	61%	68%	79%	72%	75%

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

The number of individual students receiving discipline reports increased from 39 to 91. There were 189 discipline reports filed during the school year, a decrease of 44 reports from the previous year. The reduction in the number of discipline referrals can be attributed to the work of the South Knoll behavior specialist providing direct support to teachers and students in the classroom setting. Bus referrals increased from 21 to 52 for the school year. Consequences for misbehavior include conferencing with students, parent contact/conference, loss of privileges, time out and in-school suspension. Two students were referred for LEAP placement for the 2010-11 school year.

## **South Knoll Elementary School 2011-12 Goals and Objectives**

### **Goal 1: All students will achieve academic success.**

#### **Objectives:**

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

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

#### **Objectives:**

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

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

#### **Objectives:**

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

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

#### **Objectives:**

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

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

#### **Objectives:**

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

**Campus Improvement Plan Committee**

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

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

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

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

	minimum expectations on STAAR benchmark assessment		\$1,500 (Title I)		
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**Goal 1: All students will achieve academic success.  
(Title I, Component Ten)**

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

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
1.2.1	Technology will be utilized for student use such as research, publishing, web quest, and library online catalog.	Librarian Classroom teachers	Computers SMART Boards Time Open access labs	May	Log-in sheet
1.2.2	The campus will continue subscription and use to Safari Montage Instructional Video Website	Librarian	\$1800 for subscription Teacher classroom computer	May	Website usage
1.2.3	The campus will continue to use technology to manage online report cards for all students.	Classroom teachers Principal's Secretary	Time	Weekly	Report Cards
1.2.4	The campus will continue to communicate through "Subs & Such" campus-wide e-mail.	Workroom Asst.	Time, e-mail	Daily	Daily e-mail
1.2.5	Staff members will utilize electronic communications with parents (i.e. e-mail, teacher webpages, electronic newsletters).	Classroom teachers	Time, e-mail	May	Electronic communications
1.2.6	Conduct training on available technology resources (software and hardware) for new teachers.	Academic Coordinator	Handouts	October	Sign-in sheets
1.2.7	An inventory of available technology resources will be created, updated and made accessible to staff through First Class Faculty Information folder.	Librarian	Time First Class	End of 1 <sup>st</sup> six weeks Monthly updates	List of resources
1.2.8	Utilize <i>Study Island</i> & <i>First In Math</i> websites to individualize student practice over targeted skills in math	Classroom Teachers Math Specialists Enrichment Specialist Special Education Teacher	Internet Time	October	Student performance reports
1.2.9	Maintain a faculty information conference within First Class to house updated campus information (schedules, emergency contact information, VIPS master list, etc.).	Academic Coordinator Principal	First Class Time Campus information files	August Updates as needed	Completed files in First Class





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

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

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
2.1.1	Teachers in grades 1-4 will conduct a fluency probe and running record with comprehension check on every student at the beginning of the year.	Curriculum Council representatives Classroom Teachers	Time Fountas & Pinnell Benchmarking Kits	September	Assessment data
2.1.2	Teachers in grades 1-4 will conduct fluency probes and running records with comprehension check for students who are working at or below grade level.	Curriculum Council representatives Classroom Teachers	Time	Once per six weeks	Assessment data
2.1.3	Teachers in grade K will conduct running records with comprehension check for those children who are ready for guided reading (one to one correspondence and return sweep).	Curriculum Council representatives Classroom Teachers	Time	Every three to six weeks	Assessment data
2.1.4	Teachers will utilize Reader’s & Writer’s Workshop to drive individual, small group and whole group language arts instruction.	Curriculum Council representatives Classroom Teachers	Time Draft books Units of Study- Caulkins CSISD Curricular Calendar Grade Level Planning Meetings	Daily	Walk-through data Draft books
2.1.5	Third and Fourth grade teachers will administer grade level appropriate state released tests to plan for differentiated instruction and intervention.	Curriculum Council representatives Classroom Teachers	Time Released state assessments	Reading: Oct, (3 <sup>rd</sup> ) Dec. (4 <sup>th</sup> ) March (3 <sup>rd</sup> ) Writing: October (4 <sup>th</sup> ) Math: March (3 <sup>rd</sup> & 4 <sup>th</sup> )	Assessment data Intervention Plans
2.1.6	Kindergarten- Second grade teachers will assess students using the TPRI/Tejas Lee using district guidelines.	Curriculum Council representatives Classroom teachers	Time	September January May	Assessment data
2.1.7	Kindergarten and first grade teachers will use informal assessments such as appropriate components of Marie Clay Observational Survey with all students.	Kindergarten lead teacher First grade lead teacher Classroom teachers	Time	September	Assessment data
2.1.8	K-4 teachers will use assessments (such as fluency	K-4 teachers	Time	End of each six week	Assessment data

	measures and classroom observations) along with math CBM data and TEMI data (K-2) to form groups for small group instruction.	Math Specialist	Kim Sutton fluency materials	grading period	
2.1.9	Teachers will utilize the Workshop Model to drive individual, small group and whole group math instruction.	Curriculum Council representatives Classroom Teachers	Time CSISD Math Scope & Sequence Grade Level Planning Meetings	Daily	Walk-through data

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

	<b>Activity</b>	<b>Person Responsible</b>	<b>Resource/Cost</b>	<b>Time Frame</b>	<b>Evaluation</b>
2.2.1	Teachers will provide concrete, hands-on, multi-sensory experiences prior to bridging to abstract concepts.	Classroom Teachers Administrators	Time & materials \$1,000	May	Walk-through data
2.2.2	Science instruction will be inquiry-based and hands-on as indicated in district science curriculum.	Classroom Teachers Administrators	Time & materials \$1,000	May	Walk-through data
2.2.3	Teachers will provide small group language arts and math instruction based on student needs and assessments using the Workshop Model.	Classroom Teachers Administrators	Time	May	Walk-through data
2.2.4	Utilize a standardized math problem solving graphic organizer (QISP) in both English and Spanish in grades 2-4	Vertical teams Math Specialist	Time	August	Walk-through data
2.2.5	Teachers will conduct math talks to determine & expand students' mathematical understandings.	Classroom Teachers	Time	August	Walk-through data
2.2.6	Teachers will develop and utilize learning stations/centers to support the Workshop Model.	Classroom Teachers Administrators	Time & materials \$1,000	May	Walk-through data
2.2.7	Language Arts (reading, writing, listening, speaking) will be integrated across all content areas.	Classroom Teachers Administrators	Time	May	Walk-through data
2.2.8	Teachers will provide explicit vocabulary development before, during and after content area instruction.	Classroom Teachers Administrators	Time	May	Walk-through data
2.2.9	Utilize vocabulary development strategies.	Classroom Teachers	Time	August	Vocabulary development resources
2.2.10	Promote oral language development through experiences, modeling, and opportunities to engage in conversation.	Classroom Teachers	Time	August	Observation data\
2.2.11	Teachers will utilize the Essential Elements of Instruction in the classroom.	Classroom Teachers Administrators	Time	May	Walk-through data
2.2.12	Develop vertically aligned math and science vocabulary list in Spanish.	Dual language teachers Director of Special Programs Curriculum Director for Math and Science	Time	May	Creation of list

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

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

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

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

	<b>Activity</b>	<b>Person Responsible</b>	<b>Resource/Cost</b>	<b>Time Frame</b>	<b>Evaluation</b>
3.1.1	Training for teachers to support the district literacy curriculum focusing on the components of Reader’s and Writer’s Workshop.	Curriculum Council Reading Specialist Early Intervention Specialist Classroom Teachers	Time \$2,500 (Title I) Chalk Talks Grade Level Meetings	May	Sign in sheets
3.1.2	Training for teachers to support the district and campus numeracy initiatives including problem solving strategies, fact fluency, teaching the core curriculum, and using the Workshop Model.	Curriculum Council Math Specialist Classroom Teachers	Time \$2,500 (Title I)	May	Sign in sheets
3.1.3	Grade levels will meet weekly to plan and develop engaging hands-on work for students based on district curriculum documents incorporating the essential elements of instruction.	Grade level leaders Academic Coordinator Instructional Specialists Classroom Teachers	Time	May	Completed plans Meeting Agendas & Sign In
3.1.4	Recruit and hire only teachers who are highly qualified	Principal	Time	August	Candidate certifications

***Objective #2: All staff members will increase professional capacity through participation in Professional Learning Communities.***

	<b>Activity</b>	<b>Person Responsible</b>	<b>Resource/Cost</b>	<b>Time Frame</b>	<b>Evaluation</b>
3.2.1	Teachers will participate in lesson study with follow-up dialogue to increase understandings of the Workshop Model.	Classroom teachers Instructional Coach Instructional Specialists	Guiding questions Time Monthly curriculum meetings with instructional specialists	May	Lesson Plans Minutes from monthly meetings.
3.2.2	Professional development experiences will be designed to include opportunities for collegial conversations based on professional resources such as books, videos, and articles.	Curriculum Council Instructional Coach Instructional Specialists	Time Professional Resources \$2,500	May	Sign In Sheets

## **2011-12 Staff Development Plan**

**Friday, August 12**

**am- CSISD Rally  
pm- Team Building**

**Monday, August 15**

**am- Nuts & Bolts  
pm- Conscious Discipline**

**Tuesday, August 16**

**am- Conscious Discipline  
pm- Readers' & Writers' Workshop**

**Wednesday, August 17**

**am- Readers' & Writers' Workshop  
pm- Technology Training**

<b>Thursday, August 18</b>	<b>am- Math Workshop</b>
	<b>pm- Teacher Workday</b>
<b>Friday, August 19</b>	<b>am- Math Workshop</b>
	<b>pm- Teacher Workday</b>
	<b>Meet the Teacher</b>
<b>Monday, October 10</b>	<b>Parent Conferences</b>
<b>Friday, January 6</b>	<b>Teacher Workday/Staff Comp. Day</b>
<b>Monday, February 20</b>	<b>Campus Planning</b>
<b>Friday, June 1</b>	<b>Teacher Workday</b>

**Staff Meetings**  
**September 13**  
**October 11**  
**November 8**  
**December 13**  
**January 10**  
**February 14**  
**March 6**  
**April 10**  
**May 8**

**Chalk Talks**  
**September 27**  
**October 25**  
**November 29**  
  
**January 31**  
**February 28**  
**March 27**  
**April 24**

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

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

	<b>Activity</b>	<b>Person Responsible</b>	<b>Resource/Cost</b>	<b>Time Frame</b>	<b>Evaluation</b>
4.1.1	The campus will continue to hold fall parent orientation meetings.	Academic Coordinator	Childcare through Kids Klub \$500	September	Increase in parent attendance for orientation meetings evidenced through



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

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

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

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
4.2.1	The marquee will be updated on a regular basis.	Secretary	PTO Volunteer	Bi-weekly	Current information present
4.2.2	A school newsletter will be distributed to parents, sharing all upcoming school related functions, important information, and celebrations (Spanish and English).	Academic Coordinator	paper, time, information from teachers Cost of Contracted Translator (\$.06 per word)	Goes home first Monday of each month	Newsletters sent home
4.2.3	Weekly folders will be used as a school communication tool. Separate school information from community fun flyers	Teachers	Folders; Time	Goes home same day each week	Folders sent home weekly

4.2.4	Teachers will ensure parent contact is part of the classroom discipline management plan prior to sending students to the office for discipline referrals, except in extreme circumstances.	Academic Coordinator and Teachers	Parent communication logs	August	Classroom management plan documents this intervention
4.2.5	The campus will send parent, teacher, student compact and parent involvement policy outlining responsibilities of each party in Spanish and English.	Academic Coordinator Classroom Teachers	Time Copies of compact Cost of Contracted Translator (\$.06 per word)	September	Signed and returned compacts
4.2.6	Classroom management procedures will be sent home at the beginning of the school year, any time general changes are made, and for each new student.	Teachers	Classroom management plan	August	Parent signature forms indicating receipt
4.2.7	Discipline referrals will be mailed home to parents.	Secretary	NCR forms Envelopes postage	August-May As referrals are processed	Mailed referrals
4.2.8	Parents will be notified if their child is being served in Tier II interventions.	Academic Coordinator Teachers Instructional Specialists	Letters Translation Cost	August- May As students are identified	Letters
4.2.9	Staff members will turn in all activities and events to be placed on the master calendar.	Academic Coordinator Workroom Asst. Team leaders	Information, calendar	Weekly	Up-to-Date calendar
4.2.10	Continue the use of Rosetta Stone software to help LEP parents learn English and South Knoll faculty & staff learn Spanish.	ESL Specialist	Software Parent/Staff Survey	May	Computer use log

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

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

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

	distributed for emergency communication.				
5.1.7	List of children with medical concerns will be distributed to classroom teachers.	Nurse Classroom teachers	Copies, time	August	Forms copied and in backpacks and red folders
5.1.8	Regular procedures for morning drop off and afternoon dismissal will be monitored and reviewed.	Emergency preparedness committee	Time Safety Equipment \$300	August	Monitor feedback
5.1.9	Morning drop-off and afternoon dismissal procedures will be discussed during parent orientation meetings.	Classroom Teachers	Time	August	
5.1.10	Staff will be continually trained, encouraged, and empowered to question visitors who do not display district ID or appropriate visitor badge and accompany them to the front office.	Staff Emergency Preparedness Committee	Time	August	All visitors will display appropriate identification.
5.1.11	Students will help increase building security by reporting visitors without appropriate identification to the nearest adult and refrain from opening exterior doors for anyone.	Classroom Teachers	Time	August	All visitors will display appropriate identification.

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

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

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



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

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

	<b>Activity</b>	<b>Person Responsible</b>	<b>Resource/Cost</b>	<b>Time Frame</b>	<b>Evaluation</b>
5.3.1	Award ceremonies will include: <ul style="list-style-type: none"> <li>● Super Kid award to celebrate students for outstanding effort and citizenship (grades K-4)</li> <li>● Perfect attendance- students without absences and no more than 2 tardies for a six-weeks period (grades1-4)</li> <li>● Each class will share a celebration.</li> <li>● South Knoll school song</li> </ul>	Secretary Lead Teachers	Time Certificates/Photos Pencils Super Kid pins Ribbons \$1,000	At the end of each six weeks	Award ceremonies held Pictures of Super Kids
5.3.2	Classroom teachers will make a positive parent contact for each student at least once during the school year.	Grade level Teachers	E-mail Phone call Notes home	May	Parent contact log
5.3.3	Support professionals will make at least four positive parent contacts to parents each six weeks	All Professionals other than grade level teachers	E-mail Happy notes Phone call	End of each six weeks	Parent contact log
5.3.4	“Super Kid Happy Visits” from the office are available to provide positive recognition.	Classroom Teachers	Super Kid forms to completed by teacher	Weekly	Documentation of numbers of students & visits
5.3.5	Tremendous Tiger Awards will be given to South Knoll staff to acknowledge contributions.	Academic Coordinator Workroom Assistant Social Committee	paper	End of each six weeks	Positive Announcements, Tremendous Tiger Awards
5.3.6	Social events will be planned throughout the year for staff to build relationships outside the school day.	Social Committee	Time	December May	Number of staff members participating

# APPENDIX

(Copies available upon request)

Items included in the appendix are:

- 2009-10 Academic Excellence Indicator System
- Multi-Year History for 1994-2002 (TAAS)
- Multi-Year History for 2003-2009 (TAKS)
- Adequate Yearly Progress Campus Data Table (Final 2009 AYP Results)
- Title I Parent/Teacher/Student Compact (Spanish and English)
- Title I Ten Components
- 2011-12 CSISD District Improvement Plan Goals and Objectives
- 2011 TAKS Scores for All Students

**CAMPUS IMPROVEMENT PLAN EVALUATION:**



**By April 2012, the South Knoll staff will evaluate the 2011-12 Campus Improvement Plan prior to the development of the 2011-12 plan. In this evaluation, they will determine if each performance objective and activity was achieved, based upon formative and summative evaluation measures. (If “yes”, what was the effect? If “no”, why was it not achieved?)**