

COLLEGE STATION INDEPENDENT SCHOOL DISTRICT

College Hills Elementary Campus Improvement Plan



2011-2012

COLLEGE HILLS ELEMENTARY VISION, MISSION, FOCUS and PRINCIPLES

Our Vision:

A learning environment that is respectful and caring of self and all members of the school community.

This learning environment includes:

High standards of achievement for all students
Success in learning for each individual
Effective and creative instructional practice
Informed, positive and relevant partnerships with families

Our Mission:

To inspire learning – each student, each day.

Our Focus:

Raising Student Achievement

Our Principles:

To accomplish our vision and mission, College Hills Elementary has principles to guide all staff as they go about their daily business:

Our Students... it will always be about our CH kids

Our Families... we will treat our CH families with respect and dignity

Our Staff... we will uplift the lives of each other

Our School... we will be accountable in meeting our goals and objectives

Our Community... we will be an influence for positive action in our neighborhoods and city

COLLEGE HILLS ELEMENTARY CAMPUS IMPROVEMENT PLANNING TEAM 2011-2012

NAME	POSITION
Linda Anderson	Kindergarten Teacher
Sheryl Dettling	2 nd Grade Teacher
Kathy Eddens	CASL 2 Teacher
David Hart	Parent
Edie Hedge	1 st Grade Teacher
LeAnn Hummel	4 th Grade Teacher
Moira Koett	Reading Specialist
Rebecca Marino	3 rd Grade Teacher
Vickie Martin	Early Intervention Specialist
Barbara Newland	4 th Grade Teacher
Robin Oberg	CSISD Central Administration
Katina Osth	3 rd Grade Dual Language Teacher
Jane Rankin	Principal
Kelley Short	1 st Grade Teacher
Sally Smith	Librarian
Marilyn Weber	1 st Grade Teacher
Nefilinda Weberich	Kindergarten Dual Language Teacher
Pat Wilson	Math Specialist
Magda Zietsman	Art Teacher

Responsibilities of the College Hills Campus Improvement Planning Team

Determine areas of improvement regarding student achievement through goal setting, and school organization.
 Assist the principal in formulating campus performance objectives for the 2011-2012 Campus Improvement Plan.
 Ensure that strategies are implemented and adjusted to improve student achievement.

Responsibility of All College Hills Staff

Improve student achievement through horizontal and vertical communication and implementation of the CIP.

SUMMARY OF COLLEGE HILLS NEEDS ASSESSMENTS FINDINGS

Texas Education Agency Rating: Academically Acceptable

Adequate Yearly Progress under NCLB: Not Met

School-Wide Title I Campus

Prioritized Areas of Concern	Data Source	Data Shows
Math Scores: African American	TAKS Data	59% of AA 3 rd & 4 th graders met expectations on the 2011 TAKS; scores dropped 19 percentage points from 2010 results
Math Scores: Hispanic	TAKS Data	74% of Hispanic 3 rd & 4 th graders met expectations on the 2011 TAKS; scores dropped 19 percentage points from 2010 results
Math Scores: Econ. Disadvantaged	TAKS Data	76% of Economically Disadvantaged 3 rd & 4 th graders met expectations on the 2011 TAKS; scores dropped 9 percentage points from 2010 results
Reading Scores: Hispanic	TAKS Data	59% of AA 3 rd & 4 th graders met expectations on the 2011 TAKS; scores dropped 18 percentage points from 2010 results
Disciplinary Referrals	PEIMS	4 students were sent to LEAP: 3 mandatory placements, 1 discretionary placement; all males; 2 African American, 2 White; all low SES
Safety	Foundations Staff Survey	54% of staff indicated that students do not treat each other with respect in the cafeteria; 62% indicated students do not treat each other respectfully on the playground; 66% indicated a need for a more consistent approach to behavior management campus-wide
Parent Communication	Title I Parent Survey	239 families responded; 98% indicated that they were kept informed of school activities; 97% indicated that they received clear information regarding their child's academic progress; 74% indicated the best communication was through emails, newsletter, and/or direct contact; 89% attended a school event or meeting
Attendance	PEIMS	96% student attendance rate

COLLEGE HILLS DATA (2007-2011)

DEMOGRAPHIC INFORMATION

TAKS MATH

TAKS READING

TAKS WRITING

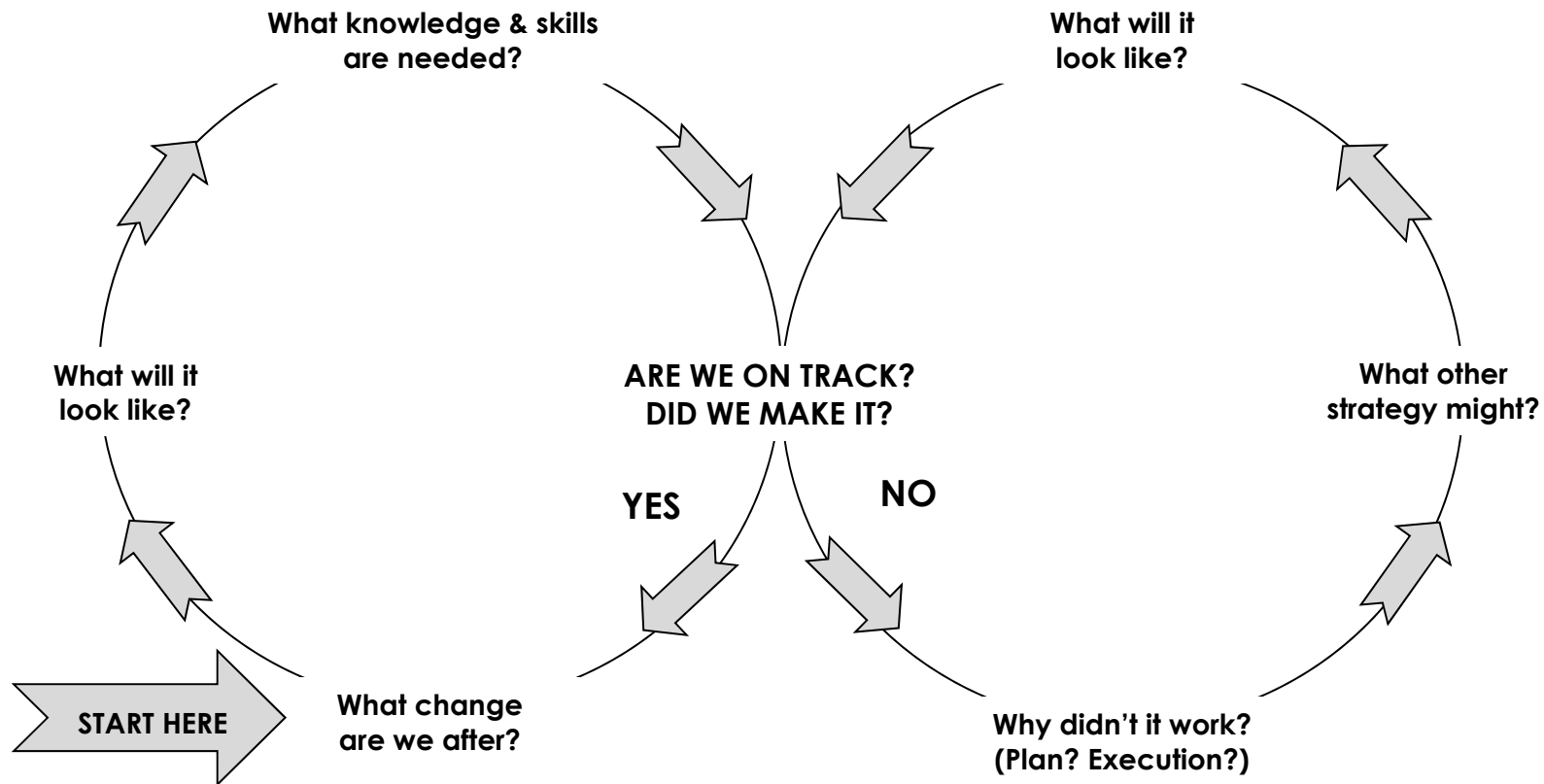
	DEMOGRAPHIC INFORMATION							TAKS MATH					TAKS READING					TAKS WRITING					
	Total Pop.	AA	Hisp	White	Asian	EDis	Bil/ ESL	All	AA	H	W	EDis	All	AA	H	W	EDis	All	AA	H	W	EDis	
2007	614	12.4%	22.3%	49.3%	15.6%	48.9%	23.3%	98%	95%	94%	99%	96%	98%	95%	94%	99%	96%	94%	86%	87%	99%	94%	94%
	+38	+1.9	+3.9	-4.7	-1.0	-2.4	+2.3	-4	-12	-5	-3	-7	-4	-12	-5	-3	-7	--	+2	+1	-1	-5	
2008	652	14.3%	26.2%	44.6%	14.6%	46.5%	25.6%	94%	87%	89%	96%	89%	94%	87%	89%	96%	89%	94%	88%	88%	98%	89%	89%
	-10	-0.1	+0.6	+1.2	-2.0	-0.5	+5.4	+1	-6	+3	+2	-1	+1	-6	+3	+2	-1	-2	+11	-17	+1	-12	
2009	642	14.2%	26.8%	45.8%	12.6%	46.0%	31.0%	95%	81%	92%	98%	88%	95%	81%	92%	98%	88%	92%	99%	71%	99%	77%	77%
	-14	-3.2	+4.9	-3.8	-1.1	+3.4	+1.9	--	-3	+1	+1	-3	--	-10	+6	-3	-7	+6	-8	+29	-1	+20	
2010	628	11.0%	31.7%	42.0%	11.5%	49.4%	32.9%	95%	78%	93%	99%	85%	95%	71%	98%	95%	81%	98%	91%	100%	98%	97%	97%
								-7	-19	-19	--	-9	-3	+23	-18	+3	+2	--	+9	--	-2	--	
2011								88%	59%	74%	99%	76%	92%	94%	80%	98%	83%	98%	100%	100%	96%	97%	97%

Area of Concern

Area of Improvement

CONTINUOUS IMPROVEMENT

Goals/Objectives Monitored for Progress in October, February, May



What change are we after? This usually refers to a change in improved student achievement and/or student behavior.
What will it look like? What would we see in classrooms or in the way our school functions that would be different from today?
What knowledge & skills are needed? What new tools must the affected adults in the school acquire to make this change occur?
Did we make it? Using evaluation criteria, did the change occur? If YES, develop a new goal. If NO, continue to...
Why didn't it work? Analyze the data. Determine whether the problem was in the plan or the execution.
What other strategy might? Based on data, insight & experience, why did we miss the target? Develop a new strategy.
What will it look like? The new strategy may point to different indicators. Revise the target as needed.
Did we make it? Once again, evaluate the data. If YES, develop a new goal. If NO, continue to analyze data and ask why it didn't work.

COLLEGE HILLS GOALS AND OBJECTIVES

Goal 1: All Students Will Achieve Academic Success								
Our Objective Where are we going?	Action Steps What will we do to achieve success?	Responsibility Who is responsible?	Resources What is needed to implement?	Timeline When will we implement?	Evidence How will we know we're successful?	X = No Progress / = Some Progress √ = Accomplished		
						Oct	Feb	May
At least 85% of <u>all</u> CH 3 rd & 4 th grade students in <u>all</u> subgroups will meet or exceed state expectations on the math and reading STAAR tests in April 2012	Disseminate objective/item analysis of literacy and math assessments results to all K-4 teachers	EIS Reading Spec. Math Spec.	Eduphoria Aware	Sept. - May	Improved performance on individual student assessments 2012 STAAR results			
	Participate in weekly Collaboration For Kids (CFK) meetings for purpose of timely interventions (case management model)	Principal AP Counselor Dyslexia Spec. EIS Reading Spec. Math Spec. Enrichment Spec. Family Facilitator Volunteer Coord.	Eduphoria Aware <u>CFK Manual</u>	Sept. - May				
	Conduct monthly K-4 grade level data talks to discuss progress of monitor groups and individual student assessment results	Principal AP	Eduphoria Aware	Sept. - May				

Goal 1: All Students Will Achieve Academic Success

X = No Progress / = Some Progress √ = Accomplished

Our Objective Where are we going?	Action Steps What will we do to achieve success?	Responsibility Who is responsible?	Resources What is needed to implement?	Timeline When will we implement?	Evidence How will we know we're successful?	Oct	Feb	May
At least 85% of <u>all</u> CH K-4 students will meet grade level expectations on MATH benchmark assessments	Utilize revised CSISD Math Scope & Sequence and suggested materials	K-4 Teachers K-4 Aides	CSISD Curriculum Title I Funds	August - May	Improved performance on individual student assessments 2012 STAAR results			
	Provide training on classroom organization to support the workshop framework in math	Math Specialist	CSISD Curriculum EMI Training-ESC 6 Title I Funds	August - May				
	Provide training to classroom instructional aides on math strategies to support math instruction/intervention	Math Specialist	TEMI Interventions	August				
	Implement consistent grade level instructional time for math K 60 minutes 1 & 2 75 minutes 3 & 4 90 minutes	K-4 Teachers	Title I Funds	August - May				
	Devote 8-12 minutes <u>daily</u> to math fluency	K-4 Teachers	Kim Sutton materials	August - May				
	Use TEMI interventions for K-2 students identified as needing additional support in math	K-2 Teachers K-2 Aides	Eduphoria Aware Manipulatives Title I Funds	Sept. - May				

Goal 1: All Students Will Achieve Academic Success

X = No Progress / = Some Progress √ = Accomplished

Our Objective Where are we going?	Action Steps What will we do to achieve success?	Responsibility Who is responsible?	Resources What is needed to implement?	Timeline When will we implement?	Evidence How will we know we're successful?	Oct	Feb	May
At least 85% of all CH K-4 students will be READING at or above grade level expectations	Utilize revised CSISD ELA curriculum document and suggested materials	K-4 Teachers K-4 Aides	CSISD Curriculum Title I Funds	August - May	Improved performance on individual student assessments			
	Provide training on classroom organization to support the workshop framework in reading and writing	EIS Reading Specialists	CSISD Curriculum Title I Funds <u>Spaces & Places</u> <u>Comp. Connection</u> <u>Daily 5</u>	August - May	2012 STAAR results			
	Implement consistent grade level instructional time for ELA K 90 minutes 1 & 2 90 minutes 3 & 4 90 minutes	K-4 Teachers	Title I Funds	August - May				
	Conduct running record assessments, to include comprehension checks and fluency, on every K-4 student to determine instructional levels	K-4 Teachers	CSISD Expectations Fountas & Pinnell Title I Funds	Each 6-week grading period (at least every 2 weeks for struggling readers)				
	Use LLI interventions for K-3 students identified as needing additional support in reading	K-3 Teachers K-3 Aides	Eduphoria Aware AIMSWeb TPRI/Tango Software LLI Kit Title I Funds	Sept. - May				

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

X = No Progress / = Some Progress √ = Accomplished

Our Objective Where are we going?	Action Steps What will we do to achieve success?	Responsibility Who is responsible?	Resources What is needed to implement?	Timeline When will we implement?	Evidence How will we know we're successful?	Oct	Feb	May
All CH staff will apply the Response To Intervention (RTI) process to meet the needs of students in need of support academically and/or behaviorally	Implement research-based interventions and monitor student progress in the general education setting	Principal AP Counselor Dyslexia Spec. EIS Reading Spec. Math Spec. Enrichment Spec. Family Facilitator Volunteer Coord. HS-4 Teachers HS-4 Aides	Eduphoria Aware <u>Research-Based Strategies</u> <u>RTI in the Classroom</u>		Improved performance on individual student assessments 2012 STAAR results			
All LEP students will receive language support in the general education setting	Utilize English Language Proficiency Standards (ELPS) and monitor student progress	K-4 Teachers	Eduphoria Aware ELPS-At-A-Glance Title I Funds Local Funds	August - May	Improved performance on TELPAS, TPRI/TEJAS-LEE			
All students identified as Gifted & Talented (GT) will receive differentiated instruction in the classroom setting	Integrate enrichment activities in the grade level academic plans during monthly math/ELA planning sessions	Enrichment Spec. EIS Reading Specialists Math Specialist K-4 GT Teachers	CSISD Curriculum Title I Funds (subs)	August - May	Grade level academic plans			
All CH students will be instructed by highly-qualified staff	Hire staff that meet the highly-qualified criterion under NCLB	Principal	CSISD <i>Application On-Line</i>	August - June (as needed)	Candidate certifications			

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

X = No Progress / = Some Progress √ = Accomplished

Our Objective Where are we going?	Action Steps What will we do to achieve success?	Responsibility Who is responsible?	Resources What is needed to implement?	Timeline When will we implement?	Evidence How will we know we're successful?	Oct	Feb	May
All staff will participate in continuous school improvement and systemic processes to raise achievement	Present monthly professional development based on R. Payne's <u>A Framework for Understanding Poverty</u>	Principal AP	<u>A Framework for Understanding Poverty</u>	August - May	Improved performance on individual student assessments			
CH teachers and instructional aides will engage in academic planning to enhance quality instruction	Participate in monthly math and ELA planning sessions to develop grade level academic plans <ol style="list-style-type: none"> 1. <i>What is it we want all students to learn?</i> 2. <i>How will we know when each student has learned the intended knowledge and skills?</i> 3. <i>How will we respond when students experience initial difficulty?</i> 	Principal AP EIS Reading Specialists Math Specialist K-4 Teachers K-4 Aides	Title I Funds (subs) Local Funds CSISD Curriculum	August - May	2012 STAAR results			
	Participate in staff development that supports district and campus initiatives in math and ELA	HS-4 Teachers HS-4 Aides	EMI Training- ESC 6 Kim Sutton Fluency Math Workshop Writing Workshop Reading Workshop	August - May				

Goal 4: Parents and Community Members Will Be Actively Engaged

X = No Progress / = Some Progress √ = Accomplished

Our Objective Where are we going?	Action Steps What will we do to achieve success?	Responsibility Who is responsible?	Resources What is needed to implement?	Timeline When will we implement?	Evidence How will we know we're successful?	Oct	Feb	May
Parent involvement in school events will increase through improved communication	Reformat the "Meet the Teacher" night and Parent Orientation night to promote a sense of partnership and fun	Principal AP Counselor	Postcards Door prizes <u>Yardsticks</u> pamphlets Title I Funds Local Funds	August	# of Attendees			
	Provide training on building relationships with parents	Principal AP	<u>Working With Parents</u>	August	Title I Parent Survey			
	Create a parent-friendly website that includes a master calendar of events and access to necessary documents/forms	Enrichment Spec.	CH website	August - May	# of Website Visitors Title I Parent Survey			
	Provide at least one family night event at CH (including transportation)	AP Counselor Volunteer Coord.	Title I Funds	January	# of Attendees			
	Communicate upcoming events to CH families via School Messenger	Principal AP	School Messenger	August - May	# of Attendees Title I Parent Survey			
	Provide K transition information to Head Start parents	Family Facilitator HS Teacher HS Aide	Title I Funds	May	Sign-In Sheets			

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

X = No Progress / = Some Progress √ = Accomplished

Our Objective Where are we going?	Action Steps What will we do to achieve success?	Responsibility Who is responsible?	Resources What is needed to implement?	Timeline When will we implement?	Evidence How will we know we're successful?	Oct	Feb	May
Improve response in emergency situations and/or threats to security	Review Emergency Operations Plan with staff	AP	EOP	August	Safety drills data			
Develop a school culture of safety and civility	Develop and implement a discipline model that incorporates natural consequences and school service	Principal AP	<u>Research-Based Strategies</u> <u>Working With Students</u>	August - May	Office referral data Bully Box data			
	Implement social skills/CH expectations: 1. <i>Morning announcements</i> 2. <i>Weekly lesson</i> 3. <i>Beginning of Year assemblies</i>	Principal AP All Staff	CH Expectations <u>25 Manners</u>	August - May				
	Incorporate Conscious Discipline's "safe place" in every classroom	HS-4 Teachers	Local Funds	August - May				
Decrease incidents of bullying, harassment, teasing	Provide monthly guidance lessons in each classroom	Counselor	Title I Funds Local Funds	August - May				
	Implement Rachel's Challenge Chain Reaction of Kindness	Counselor All Staff All Students	RC Guide/Network Title I Funds Local Funds	August - May				

APPENDIX

**10 COMPONENTS OF COLLEGE HILLS'
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FAMILY FACILITATOR... page 14

HEAD START TEACHER/HEAD START AIDE... page 14

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MATH SPECIALIST... page 17

COUNSELOR... page 17

ASSISTANT PRINCIPAL... page 18

PRINCIPAL... pages 18 & 19

10 COMPONENTS OF COLLEGE HILLS' SCHOOL-WIDE TITLE I PROGRAM

Component	Data/Resources	CIP Goal
<p>#1: Comprehensive Needs Assessment <i>A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the state content and student performance standards.</i></p>	<ul style="list-style-type: none"> • State/district/campus assessment data • 6-Week grades • Attendance rates • Failure/retention list 	1, 4, 5
<p>#2: School-wide Reform Strategies <i>Provide opportunities for all children to meet the state's proficient and advanced levels of student performance, <u>strengthen the core academic program in the school</u>, and include strategies to address the needs of all children in the school, <u>particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards.</u></i></p>	<ul style="list-style-type: none"> • Monthly professional development on <u>A Framework for Understanding Poverty</u> • Monthly team planning for math and ELA • Workshop framework in math, reading, and writing • Consistent instructional time in math and ELA • Rachel's Challenge Chain Reaction of Kindness 	1, 2, 3, 5
<p>#3: Highly Qualified Requirements</p>	<ul style="list-style-type: none"> • Certifications/qualifications of all staff members 	2
<p>#4: High Quality Professional Development <i>High-quality, ongoing <u>professional development</u> 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.</i></p>	<ul style="list-style-type: none"> • Campus staff development • District staff development 	1, 3
<p>#5: Strategies to Attract HQ Teachers to High Needs Schools</p>	<ul style="list-style-type: none"> • Area job fairs • Staff referrals • Student teacher placement 	2
<p>#6: Parental Involvement Strategies <i>Strategies to increase <u>parental involvement</u> in accordance with Section 1118, such as family literacy services.</i></p>	<ul style="list-style-type: none"> • School website • Monthly calendars • Volunteer program • School visitation (Meet the Teacher, Orientation, Family Fun Night) • Use of School Messenger 	4
<p>#7: Transition From Early Childhood Programs <i>Plans for assisting preschool children in the <u>transition from early childhood programs</u></i></p>	<ul style="list-style-type: none"> • Head Start to K transition information/registration 	4
<p>#8: Including Teachers in Assessment Decisions <i>Measures to <u>include teachers in the decisions</u> regarding the use of <u>academic assessments</u> in order to provide information on, and to improve, the performance of individual students and the overall instructional program.</i></p>	<ul style="list-style-type: none"> • Monthly grade level data analysis meetings • Selection of test preparation materials • Site-based committees 	1, 2, 3
<p>#9: Effective, Timely Additional Assistance <i>Activities to ensure that students who experience difficulty mastering <u>the proficient or advanced levels of academic achievement standards</u> shall be provided with effective, timely additional assistance.</i></p>	<ul style="list-style-type: none"> • Collaboration For Kids (CFK) case management • Response to Intervention (RTI) • Student Intervention Team (SIT) • Pull-out programs • Celebration of Learning Lab 	1, 2, 3
<p>#10: Coordination of State/Federal/Local Funds <i><u>Coordination and integration</u> occurs between federal, state, and local programs</i></p>	<ul style="list-style-type: none"> • Integrated funding and programs 	1, 2, 3, 4, 5

CIP ROLES AND RESPONSIBILITIES

The VOLUNTEER COORDINATOR will...

Action Steps	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Participate in weekly Collaboration For Kids (CFK) meetings for purpose of timely interventions (case management model)		X	X	X	X	X	X	X	X	X	
Implement research-based interventions and monitor student progress in the general education setting	X	X	X	X	X	X	X	X	X	X	
Provide at least one family night event at CH (including transportation)						X					
Implement social skills/CH expectations	X	X	X	X	X	X	X	X	X	X	
Implement Rachel's Challenge Chain Reaction of Kindness	X	X	X	X	X	X	X	X	X	X	

The FAMILY FACILITATOR will...

Action Steps	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Participate in weekly Collaboration For Kids (CFK) meetings for purpose of timely interventions (case management model)		X	X	X	X	X	X	X	X	X	
Implement research-based interventions and monitor student progress in the general education setting	X	X	X	X	X	X	X	X	X	X	
Provide K transition information to Head Start parents								X			
Implement social skills/CH expectations	X	X	X	X	X	X	X	X	X	X	
Implement Rachel's Challenge Chain Reaction of Kindness	X	X	X	X	X	X	X	X	X	X	

The HEAD START TEACHER/HEAD START AIDE will...

Action Steps	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Implement research-based interventions and monitor student progress in the general education setting	X	X	X	X	X	X	X	X	X	X	
Participate in staff development that supports district and campus initiatives in math and ELA	X	X	X	X	X	X	X	X	X	X	
Provide K transition information to Head Start parents										X	
Implement social skills/CH expectations	X	X	X	X	X	X	X	X	X	X	
Incorporate Conscious Discipline's "safe place" in every classroom	X	X	X	X	X	X	X	X	X	X	
Implement Rachel's Challenge Chain Reaction of Kindness	X	X	X	X	X	X	X	X	X	X	

The K-4 INSTRUCTIONAL AIDES will...

Action Steps	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Utilize revised CSISD Math Scope & Sequence and/or ELA curriculum documents and suggested materials	X	X	X	X	X	X	X	X	X	X	
<u>K-2</u> : Use TEMI interventions for K-2 students identified as needing additional support in math	X	X	X	X	X	X	X	X	X	X	
<u>K-3</u> : Use LLI interventions for K-3 students identified as needing additional support in reading	X	X	X	X	X	X	X	X	X	X	
Implement research-based interventions and monitor student progress in the general education setting	X	X	X	X	X	X	X	X	X	X	
Utilize English Language Proficiency Standards (ELPS) and monitor student progress	X	X	X	X	X	X	X	X	X	X	
Participate in monthly math and ELA planning sessions to develop grade level academic plans	X	X	X	X	X	X	X	X	X	X	
Participate in staff development that supports district and campus initiatives in math and ELA	X	X	X	X	X	X	X	X	X	X	
Implement social skills/CH expectations	X	X	X	X	X	X	X	X	X	X	
Implement Rachel's Challenge Chain Reaction of Kindness	X	X	X	X	X	X	X	X	X	X	

The K-4 TEACHERS will...

Action Steps	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Utilize revised CSISD Math Scope & Sequence and/or ELA curriculum documents and suggested materials	X	X	X	X	X	X	X	X	X	X	
Implement consistent grade level instructional time for math and/or ELA	X	X	X	X	X	X	X	X	X	X	
Devote 8-12 minutes <u>daily</u> to math fluency	X	X	X	X	X	X	X	X	X	X	
<u>K-2</u> : Use TEMI interventions for K-2 students identified as needing additional support in math	X	X	X	X	X	X	X	X	X	X	
Conduct running record assessments, to include comprehension checks and fluency, on every K-4 student, to determine instructional levels		X		X	X		X		X	X	
<u>K-3</u> : Use LLI interventions for K-3 students identified as needing additional support in reading	X	X	X	X	X	X	X	X	X	X	
Implement research-based interventions and monitor student progress in the general education setting	X	X	X	X	X	X	X	X	X	X	
Utilize English Language Proficiency Standards (ELPS) and monitor student progress	X	X	X	X	X	X	X	X	X	X	
<u>GT</u> : Integrate enrichment activities in the grade level academic plans during monthly math/ELA planning sessions	X	X	X	X	X	X	X	X	X	X	
Participate in staff development that supports district and campus initiatives in math and ELA	X	X	X	X	X	X	X	X	X	X	
Implement social skills/CH expectations	X	X	X	X	X	X	X	X	X	X	
Incorporate Conscious Discipline's "safe place" in every classroom	X	X	X	X	X	X	X	X	X	X	
Implement Rachel's Challenge Chain Reaction of Kindness	X	X	X	X	X	X	X	X	X	X	

The ENRICHMENT SPECIALIST will...

Action Steps	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Participate in weekly Collaboration For Kids (CFK) meetings for purpose of timely interventions (case management model)		X	X	X	X	X	X	X	X	X	
Implement research-based interventions and monitor student progress in the general education setting	X	X	X	X	X	X	X	X	X	X	
Integrate enrichment activities in the grade level academic plans during monthly math/ELA planning sessions	X	X	X	X	X	X	X	X	X	X	
Create a parent-friendly website that includes a master calendar of events and access to necessary documents/forms	X	X	X	X	X	X	X	X	X	X	
Implement social skills/CH expectations	X	X	X	X	X	X	X	X	X	X	
Implement Rachel's Challenge Chain Reaction of Kindness	X	X	X	X	X	X	X	X	X	X	

The DYSLEXIA SPECIALIST will...

Action Steps	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Participate in weekly Collaboration For Kids (CFK) meetings for purpose of timely interventions (case management model)		X	X	X	X	X	X	X	X	X	
Implement research-based interventions and monitor student progress in the general education setting	X	X	X	X	X	X	X	X	X	X	
Implement social skills/CH expectations	X	X	X	X	X	X	X	X	X	X	
Implement Rachel's Challenge Chain Reaction of Kindness	X	X	X	X	X	X	X	X	X	X	

The EIS & READING SPECIALISTS will...

Action Steps	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Disseminate objective/item analysis of literacy and math assessments results to all K-4 teachers		X	X	X	X	X	X	X	X	X	
Participate in weekly Collaboration For Kids (CFK) meetings for purpose of timely interventions (case management model)		X	X	X	X	X	X	X	X	X	
Provide training on classroom organization to support the workshop framework in reading and writing	X	X	X	X	X	X	X	X	X	X	
Implement research-based interventions and monitor student progress in the general education setting	X	X	X	X	X	X	X	X	X	X	
Integrate enrichment activities in the grade level academic plans during monthly math/ELA planning sessions	X	X	X	X	X	X	X	X	X	X	
Participate in monthly math and ELA planning sessions to develop grade level academic plans		X	X	X	X	X	X	X	X	X	
Integrate enrichment activities in the grade level academic plans during monthly math/ELA planning sessions	X	X	X	X	X	X	X	X	X	X	
Implement social skills/CH expectations	X	X	X	X	X	X	X	X	X	X	
Implement Rachel's Challenge Chain Reaction of Kindness	X	X	X	X	X	X	X	X	X	X	

The MATH SPECIALIST will...

Action Steps	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Disseminate objective/item analysis of literacy and math assessments results to all K-4 teachers		X	X	X	X	X	X	X	X	X	
Participate in weekly Collaboration For Kids (CFK) meetings for purpose of timely interventions (case management model)		X	X	X	X	X	X	X	X	X	
Provide training on classroom organization to support the workshop framework in math	X	X	X	X	X	X	X	X	X	X	
Provide training to classroom instructional aides on math strategies to support math instruction/intervention	X										
Implement research-based interventions and monitor student progress in the general education setting	X	X	X	X	X	X	X	X	X	X	
Integrate enrichment activities in the grade level academic plans during monthly math/ELA planning sessions	X	X	X	X	X	X	X	X	X	X	
Participate in monthly math and ELA planning sessions to develop grade level academic plans	X	X	X	X	X	X	X	X	X	X	
Implement social skills/CH expectations	X	X	X	X	X	X	X	X	X	X	
Implement Rachel's Challenge Chain Reaction of Kindness	X	X	X	X	X	X	X	X	X	X	

The COUNSELOR will...

Action Steps	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Participate in weekly Collaboration For Kids (CFK) meetings for purpose of timely interventions (case management model)		X	X	X	X	X	X	X	X	X	
Implement research-based interventions and monitor student progress in the general education setting	X	X	X	X	X	X	X	X	X	X	
Reformat the "Meet the Teacher" night and Parent Orientation night to promote a sense of partnership and fun	X										
Provide at least one family night event at CH (including transportation)						X					
Implement social skills/CH expectations	X	X	X	X	X	X	X	X	X	X	
Provide monthly guidance lessons in each classroom	X	X	X	X	X	X	X	X	X	X	
Implement Rachel's Challenge Chain Reaction of Kindness	X	X	X	X	X	X	X	X	X	X	

The ASSISTANT PRINCIPAL will...

Action Steps	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Participate in weekly Collaboration For Kids (CFK) meetings for purpose of timely interventions (case management model)		X	X	X	X	X	X	X	X	X	
Conduct monthly K-4 grade level data talks to discuss progress of monitor groups and individual student assessment results		X	X	X	X	X	X	X	X	X	
Implement research-based interventions and monitor student progress in the general education setting	X	X	X	X	X	X	X	X	X	X	
Present monthly professional development based on R. Payne's <u>A Framework for Understanding Poverty</u>	X	X	X	X	X	X	X	X	X	X	
Participate in monthly math and ELA planning sessions to develop grade level academic plans	X	X	X	X	X	X	X	X	X	X	
Reformat the "Meet the Teacher" night and Parent Orientation night to promote a sense of partnership and fun	X										
Provide training on building relationships with parents	X										
Provide at least one family night event at CH (including transportation)						X					
Communicate upcoming events to CH families via School Messenger	X	X	X	X	X	X	X	X	X	X	
Review Emergency Operations Plan with staff	X										
Develop and implement a discipline model that incorporates natural consequences and school service	X	X	X	X	X	X	X	X	X	X	
Conduct beginning of year assemblies to introduce all students to CH expectations, manners and Rachel's Challenge	X										
Implement Rachel's Challenge Chain Reaction of Kindness	X	X	X	X	X	X	X	X	X	X	

The PRINCIPAL will...

Action Steps	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Participate in weekly Collaboration For Kids (CFK) meetings for purpose of timely interventions (case management model)		X	X	X	X	X	X	X	X	X	
Conduct monthly K-4 grade level data talks to discuss progress of monitor groups and individual student assessment results		X	X	X	X	X	X	X	X	X	
Implement research-based interventions and monitor student progress in the general education setting	X	X	X	X	X	X	X	X	X	X	
Hire staff that meet the highly-qualified criterion under NCLB	X	X	X	X	X	X	X	X	X	X	X
Present monthly professional development based on R. Payne's <u>A Framework for Understanding Poverty</u>	X	X	X	X	X	X	X	X	X	X	
Participate in monthly math and ELA planning sessions to develop grade level academic plans	X	X	X	X	X	X	X	X	X	X	
Reformat the "Meet the Teacher" night and Parent Orientation night to promote a sense of partnership and fun	X										
Provide training on building relationships with parents	X										

The PRINCIPAL will (cont'd)...

Action Steps	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Communicate upcoming events to CH families via School Messenger	X	X	X	X	X	X	X	X	X	X	
Develop and implement a discipline model that incorporates natural consequences and school service	X	X	X	X	X	X	X	X	X	X	
Implement social skills/CH expectations	X	X	X	X	X	X	X	X	X	X	
Provide social skills/expectations instruction via morning announcements	X	X	X	X	X	X	X	X	X	X	
Implement Rachel's Challenge Chain Reaction of Kindness	X	X	X	X	X	X	X	X	X	X	