

South Knoll Elementary School

Campus Improvement Plan 2012-2013

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 39% as well as the numbers of economically disadvantaged students (38% to 62%). 24% of our student population is Limited English Proficient (LEP). The number of white students has decreased from 65% to 38% while the African American population increased from 12% to 15%. Currently, 47% of our students are considered “At-Risk” and the student mobility rate is 15%. This data is important as we realize the gradual change in demographics and how it directly impacts the services we provide for students.

All South Knoll teachers and paraprofessionals meet the requirements and are considered “Highly Qualified” according to Title I requirements. In addition, 82% (41/50) 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 3rd graders and 92% of the 4th 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%
Math	95%	94%	65%	75%	74%	76%	84%	80%	90%

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.

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

In order for a campus to meet the guidelines for Adequate Yearly Progress in 2012-2013, at least 87% of students must pass the state reading assessment and 83% of students must pass the state math assessment. South Knoll Elementary failed to meet the AYP requirements in two areas. Hispanic and Economically Disadvantaged reading scores were 83% and 85% respectively. We exceeded the minimum requirements in all other areas. Traditionally, South Knoll has shown steady improvement in our Hispanic student performance. Careful coordination of targeted assistance from instructional specialists and collaborative planning will improve the quality of instruction and will in turn improve the performance of Hispanic students and all students at South Knoll.

South Knoll has consistently maintained a good attendance rate (96-97%). Although overall attendance is good, there were 7 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 decreased from 91 to 86. There were 208 discipline reports filed during the school year, a decrease of 19 reports from the previous year. The majority of students received only one referral and the behavior was corrected. Bus referrals decreased from 52 to 31 for the school year. Consequences for misbehavior include conferencing with students, parent contact/conference, loss of privileges, time out and in-school suspension. One student was referred for LEAP placement for the 2011-12 school year.

South Knoll Elementary School 2012-13 Goals and Objectives

Goal 1: All students will achieve academic success.

Objectives:

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

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

Objectives:

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

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

Objectives:

1. **All staff members will participate in ongoing professional development focused on best practices in literacy and numeracy.**
2. **All staff members will increase professional capacity through participation in Professional Learning Communities.**

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

Objectives:

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

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

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

Campus Improvement Plan Committee

NAME	POSITION
Amy Anderson	Curriculum Coordinator, Central Office Representative
Jennifer Cave	Parent
Anne Foster	Teacher, Reading Specialist
Laura Luna	Teacher, Bilingual Second Grade
Lily Martinez	Teacher, Bilingual Reading/Dyslexia Specialist
Sally McKnight	Teacher, Math Specialist
Suzy Mills	Teacher, Fourth Grade, ESL
Stephanie Mowery	Teacher, PPCD
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
Amanda Simmons	Teacher, Third Grade, ESL
Erin Supak	Teacher, Early Intervention Specialist, Instructional Coach
Kathy Smith	Teacher, Third Grade, ESL

**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.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
1.1.1	Disaggregate and disseminate assessment results and any benchmark testing to all staff members and teachers in grades K-4.	Academic Coordinator	Eduphoria Time to share & discuss	September	Evidence of data driven instruction & determination of specific needs
1.1.2	3 rd and 4 th grade teachers will meet together with math and reading specialist to conduct analysis of readiness and supporting standards to identify hot spots. Analysis will be used to create intervention plans.	Reading and Math Specialists Classroom Teachers	1 day sub for each teacher per subject area \$1,000 (Title I) CBM data	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, leading indicator data, and appropriate interventions needed.	Administrators	Time data	K-2– End of second six weeks 3 rd -4 th - mid October	Information stored in Eduphoria and reporting system
1.1.4	Intervention will be provided in the classrooms to students below minimum expectations on benchmark assessments.	teachers	Assessment, teaching materials (in Spanish and English), time	October, January May	Intervention data sheets

**Goal 1: All students will achieve academic success.
(Title I, Component Two, Eight & 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	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
1.2.8	Maintain faculty information within Google Docs to house updated campus information (schedules, emergency contact information, VIPS master list, etc.).	Academic Coordinator Principal	Time Campus information files	August Updates as needed	Completed files in Google Docs
1.2.9	Investigate avenues for updating technology to ensure equitable access for	Principal	Time	September	Plan for updating

	students.	Director of Technology			computers.
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**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 K-4 will utilize fluency probes and running records with comprehension checks to monitor progress and make instructional decisions.	Classroom Teachers	Time Fountas & Pinnell Benchmarking Kits	September	Assessment data
2.1.2	Teachers will utilize Reader’s & Writer’s Workshop to drive individual, small group and whole group language arts instruction following the CSISD curricular calendar.	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
2.1.3	Kindergarten- Second grade teachers will assess students using the TPRI/Tejas Lee using district guidelines.	Curriculum Council representatives Classroom teachers	Time	September January May	Assessment data
2.1.4	Kindergarten and first grade teachers will use informal literacy assessments such as appropriate components of the Fountas & Pinnell Assessment kits with all students to form groups for small group instruction.	Kindergarten lead teacher First grade lead teacher Classroom teachers	Time	September	Assessment data
2.1.5	K-4 teachers will use mathematics assessments (fluency measures and classroom observations) along with math CBM data and TEMI data (K-2) to form groups for small group instruction.	K-4 teachers Math Specialist	Time Kim Sutton fluency materials TEMI Intervention materials	End of each six week grading period	Assessment data
2.1.6	Teachers will utilize the Workshop Model to drive individual, small group and whole group math instruction following the current CSISD curriculum document.	Curriculum Council representatives Classroom Teachers	Time CSISD Math Scope & Sequence Grade Level Planning Meetings	Daily	Walk-through data

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

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
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 math problem solving graphic organizer (such as QISP) in both English and Spanish in grades 2-4	Vertical teams Math Specialist	Time	August	Walk-through data
2.2.5	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 utilize accountable talk (content area conversations) to promote oral language and explicit vocabulary development before, during and after content area instruction.	Classroom Teachers Administrators	Time	May	Walk-through data
2.2.9	Teachers will utilize the Essential Elements of Instruction in the classroom.	Classroom Teachers Administrators	Time	May	Walk-through data
2.2.10	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

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

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
2.3.1	Create a flowchart explaining the RtI process in conjunction with training videos and data collection sheets to be shared with staff in August.	Curriculum council	Time	Aug	Flowchart created
2.3.2	Clarify the role of the specialists to best meet the needs of students and teachers to include in-class support, modeling/ coaching and resource acquisition.	Principal	Time	Aug	Information shared
2.3.3	Utilize the RtI process by providing differentiated small group Tier I instruction and intervention for students based on assessment data.	Classroom Teachers	Time	May	Progress Monitoring Information Stored in Eduphoria
2.3.4	Teachers will collaborate with the SIT (Student Intervention Team) regarding struggling students.	Grade Level team members SIT members	Time	May	SIT Agendas and Minutes Information Stored in Eduphoria
2.3.5	Use Eduphoria to document student interventions and accommodations.	SIT members Classroom teachers	Time	May	Information Stored in Eduphoria
2.3.6	School-wide enrichment activities will be provided for students.	Enrichment Specialist	Time; Volunteers \$1,000	May	Number of students participating in activities
2.3.7	Math and general enrichment classes will be provided for students identified based on assessment data.	Enrichment Specialist	Time Assessment data	August	Attendance records
2.3.8	The Spanish book collection in the school library will be expanded.	Librarian Dual Language teachers	\$3,000	May	Collection development
2.3.9	Spanish leveled readers will be added to the literacy library	Reading Specialist Dual Language teachers	\$3,000	May	Literacy Library development
2.3.10	Non-fiction texts will be added to the literacy library	Reading Specialists	\$3000 TCRWP booklists Scholastic booklists	Dec	Non-fiction Literacy Library development
2.3.11	Explore creating genre tubs in the upper level literacy library to better support finding just right books within the workshop approach.	Reading Specialist Grade level leaders grades 2-4	Time Storage containers labels	Dec	Buckets created Check out sheets
2.3.12	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

2.3.13	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 \$44,735 (SCE)	May	Improved performance on assessments, report cards decreased number of SPED referrals
2.3.14	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
2.3.15	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.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
3.1.1	Training for teachers to support the district literacy curriculum focusing on the components of Reader’s and Writer’s Workshop with special emphasis on conferring.	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 with special emphasis on conferring.	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
3.1.5	Teachers will participate in staff development focused on best practices of small groups within the Workshop Model (scheduling, managing, and conferring).	Specialists	Time	August	Sign In sheets
3.1.6	Provide release time for teachers to observe the Workshop Model in CSISD classrooms.	Teachers Specialists	Time Substitutes Reflective questions	May	Log of visits
3.1.7	Specialists will provide ongoing professional development by modeling appropriate interventions in response to student need.	Specialists	Time Data analysis Curriculum	May	Agenda

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

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

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
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, articles, and student artifacts.	Curriculum Council Instructional Coach Instructional Specialists	Time Professional Resources \$2,500	May	Sign In Sheets
3.2.3	Provide dedicated time for vertical conversations on literacy and numeracy instructional approach alignment to identify campus needs.	Teachers Specialists	Time Agenda Curriculum Documents	February	Sign In Sheets

2012-13 Staff Development Plan

Friday, August 17	am- CSISD Rally/Team Building pm- Nuts & Bolts
Monday, August 20	am- ELA and Math Curriculum Updates pm- ELA and Math Curriculum Updates
Tuesday, August 21	am- Differentiating With Menus pm- Differentiating With Menus
Wednesday, August 22	am- Handbook Review & Student Expectations pm- RtI and SIT
Thursday, August 23	am- Finish RtI and SIT/ Lesson Study pm- Lesson Study Meet the Teacher
Friday, August 24	am- Work Day pm- Work Day
Monday, October 8	Parent Conferences
Friday, January 4	Teacher Workday/Staff Comp. Day
Monday, February 18	Campus Planning
Saturday, June 1	Teacher Workday

Staff Meetings

**September 11
October 8
November 13
December 11
January 8
February 12
March 12
April 9
May 13**

Chalk Talks

**September 25
October 30
November 27

January 29
February 26
March 26
April 30**

Early Release

**September 26
October 31

December 12

February 13
March 17**

**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.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
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 use of Rosetta Stone software to help LEP parents learn English and South Knoll faculty and staff learn Spanish.	ESL Specialist	Software Parent/Staff Survey	May	Computer use log
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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.

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
5.1.1	Emergency drills will be routinely practiced. <ul style="list-style-type: none"> ● Fire Drills ● Safe Shelter in Place ● Duck and Cover ● Site Evacuation 	Academic Coordinator Emergency Preparedness Team	time	Fire drill – monthly Other drills September	Dates of drills
5.1.2	Emergency backpacks/red folders will be maintained/updated: <ul style="list-style-type: none"> ● Emergency procedures ● Medical information ● Emergency student release forms ● Teacher cell phone list ● Office copy of emergency information/release forms ● Updated attendance rosters 	Emergency Preparedness Team Classroom Teachers 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 distributed for emergency communication.	Secretary	Paper, time	August	List in backpack
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	Time	August	All visitors will display appropriate identification.

		Committee			
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.

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

	Activity	Person Responsible	Resource/Cost	Time Frame	Evaluation
5.3.1	Award ceremonies will include: <ul style="list-style-type: none"> ● Super Kid award to celebrate students for outstanding effort and citizenship (grades K-4) ● Perfect attendance- students without absences and no more than 2 tardies for a six-weeks period (grades1-4) ● Each class will share a celebration. ● South Knoll school song 	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. With the expectation that each child will receive one “happy visit” per year.	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:

- 2010-11 Academic Excellence Indicator System
- Adequate Yearly Progress Campus Data Table (Final 2011 AYP Results)
- Title I Parent/Teacher/Student Compact (Spanish and English)
- Title I Ten Components
- 2012-13 CSISD District Improvement Plan Goals and Objectives

CAMPUS IMPROVEMENT PLAN EVALUATION:

By April 2013, the South Knoll staff will evaluate the 2012-13 Campus Improvement Plan prior to the development of the 2013-14 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?)