

# College Station Independent School District



**South Knoll Elementary Campus Improvement Plan  
2015-16**



South Knoll's Curriculum Council committee met to develop the campus needs assessment data for the 2015-2016 academic year in April 2015. The committee reviewed survey information from parents and staff, Texas Primary Reading Inventory (TPRI) data, Texas Early Math Inventory (TEMI) data, our 2013-2014 Texas Education Agency school report card, TELPAS data, attendance data, the preliminary local accountability data as well as other school progress monitoring data. South Knoll is an established neighborhood school. The school was originally built in 1967 and was most recently renovated in 1997. It is one of 8 elementary schools (elementary 9 to open in the fall of 2015) in College Station ISD, and it is currently under the direction of principal Laura Richter.

### **Demographics**

South Knoll currently serves approximately 600 students from predominantly lower middle class families in grades Pre-K through 4<sup>th</sup> grade with just over 45% of the student population being labeled as being "At-Risk." The total enrollment at South Knoll has steadily declined in recent years despite the steady growth (approximately 6%) of the school district. It is important to note, however, that South Knoll houses many district special programs including Dual Language, PPCD, and Headstart, and LIFE Skills.

The student population is 16% African American, 36% Anglo, 3% Asian and 40% Hispanic. Longitudinal data shows an increase in the number of recent Asian immigrants being served in our ELL programs.

The overall mobility rate for the campus is about 17% (about 3% more than the school district's average). The average daily attendance rate for students is a little over 96%. Yet, the campus continues to see a problem with the number of students who arrive tardy to school. The school day begins at 7:55, but a large number of students consistently arrive between 8:00 and 8:30.

As of the end of May of 2015, we had a total of 136 discipline referrals on 23 different students. There were no discretionary or mandatory LEAP (DAEP) placements for the 2014-2015 school year and a total of 42 ISS placements. Comparing these numbers to the totals for 2013-2014, all discipline related instances decreased this academic year. The committee finalizing the needs assessment believes this positive trend can be associated to the implementation of Positive Behavior Support systems in conjunction with the Conscious Discipline techniques previously employed.

### **Campus Culture and Climate**

The staff population is 2% African American, 88% Anglo, 10% Hispanic, 5% Male, and 95% female. We are proud of the fact that 100% of our teachers and paraprofessionals are Highly Qualified. More, as the number of LEP students South Knoll serves continues to increase, it is becoming more critical for the teachers to be ESL certified. Right now, 100% of South Knoll's teachers maintain their ESL certification. The average daily attendance for staff is approximately the same as the students.

Overall, teachers supported the initiatives to "grow" professionally and recognized that even the very best teachers still have much to learn. Baby steps towards having all-inclusive professional learning communities at South Knoll were made. There is still a need to further establish the need of the PLC model and to cultivate teacher leaders on our campus.

Staff surveys indicate teachers were generally satisfied with culture and climate of building and the mission of the building. The following areas we are striving to improve in addition to professional learning communities:

- New ways to integrate technology
- Ways to scaffold instruction/material to meet needs/increase rigor

Although the results from the parent survey indicate a generally strong parental support for the school and a liking for the events the school holds to involve our parents, there, however, is not a vast amount of volunteers at South Knoll. This year there were 66 total volunteers in 2014-2015 at South Knoll. This number is significantly less than the number of volunteers at other schools in the district. This information is congruent with the number of parents who serve on our PTO.

### **Student Achievement**

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South Knoll received a rating of “Met Standard” from the Texas Education Agency for the 2014-15 school year. The campus met all performance and participation indicators in 2015, and scores from show an increase in the “all” category of all every test.

South Knoll’s progress on 2015 STAAR was in the top 25% of schools in our comparison group and received a distinction in Student Progress. Additional distinctions were received in Reading/ELA and Postsecondary Readiness. Staff development targeted to continue work on ELA and Tier I small group instruction/curriculum have been identified as specific needs to improve student performance in all areas.

The district has recently adopted a community-based accountability model. After rating ourselves, there was a need to focus on the acquisition of language for our ELL students, to increase the integration of technology in the classrooms, and to continue to see gains in our reading and math STAAR test scores.

<b>Goal 1</b>	<b>All students will successfully complete rigorous and relevant coursework that will prepare them for their future.</b>
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<b>Objective(s)</b>	<p>1. Ensure that all students have access to rigorous and engaging curriculum and technology that promote learning to be a productive and responsible citizen in a global marketplace.</p> <p>2. Support the needs of diverse learners as they engage in rigorous coursework.</p> <p>3. Provide access to the general curriculum for students with disabilities through the use of inclusive practices across grade levels and campuses.</p>
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<b>Activities</b>	<b>Person(s) Resp</b>	<b>Resources</b>	<b>Timeline</b>	<b>Title I</b>
<b>A.</b> Further targeted training for teachers to support the district literacy curriculum focusing on the components of Reader’s and Writer’s Workshop (gradual release) with special emphasis on scaffolding instruction.	-Reading Specialist -Early Intervention Specialist -Classroom Teachers	Time \$2500	May	2,3,4,9
<b>B.</b> Language Arts (reading, writing, listening and speaking) will be integrated across all content areas.	-Classroom Teachers -Administrators	Time	May	2,9
<b>C.</b> Texts will be added to the literacy library in various genres including poetry in both English and Spanish.	-Reading Specialists	\$6000	May	2,10
<b>D.</b> Targeted training for teachers to support the district and campus numeracy initiatives including problem solving strategies, fact fluency, teaching the core curriculum, work stations, and using the gradual release model.	-Math Specialist -Classroom Teachers	Time \$2500	May	2,3,4,9
<b>E.</b> Teachers will conduct math talks to determine & expand students’ mathematical understandings.	-Classroom Teachers	Time	May	1,2
<b>F.</b> 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	2, 9
<b>G.</b> Teachers will utilize active participation techniques, multi-sensory hands on experiences, explicit teaching, modeling and questioning strategies in the classroom to ensure student engagement.	-Classroom Teachers -Administrators	Time	May	2, 9
<b>H.</b> Teachers and specialists will meet to review ELA and math curriculum documents to customize instruction for the coming year based on student need.	-Classroom Teacher -Instructional Coach -Instructional Specialists	Time Early Release Days	May	2,3,4,9
<b>I.</b> Teachers will participate in staff development focusing on improving classroom instruction through teachers working collaboratively to align English/Language Arts and math curriculum vertically.	-ESL certified teachers -ESL specialist	Time Materials	May	2,3,4,9
<b>J.</b> ESL strategies (sheltered instruction) will be utilized in the classrooms to meet the needs of second language learners.	-All staff	Time	May	2,3,4,8,9
<b>K.</b> Utilize special education modifications and 504 accommodations as stated by each student’s individual education plan.	- Instructional Specialists -Classroom Teachers	Individual Student Plans	Aug-May	2,4,8,9,10

<p><b>L.</b> K-4<sup>th</sup> grade teachers will meet together with math and reading specialist to review curriculum, current data, and information from SIT meetings to create lessons tailored to meet the needs of South Knoll students.</p>	<p>-Classroom Teachers -Instructional Specialists</p>	<p>- 1 grade level planning period each week</p>	<p>Sept-May</p>	<p>8</p>
<p><b>M.</b> Intervention will be provided in the classrooms to students based on student need.</p>		<p>-Time</p>	<p>May</p>	<p>2, 10</p>
<p><b>N.</b> Teachers will provide small group language arts and math instruction with explicit teaching and modeling based on student needs and assessments using the gradual release model supported with learning stations.</p>	<p>-Classroom Teachers -Administrators</p>	<p>Time Student Data</p>	<p>Sept-May</p>	<p>2,3,4, 8,9</p>
<p><b>O.</b> Content area specialists will be utilized to best meet the needs of students and teachers. Support will include in-class support, modeling/ coaching, small group pull-out student intervention and resource acquisition.</p>	<p>-Administrators -Instructional Specialists</p>	<p>Time</p>	<p>Sept-May</p>	<p>2,10</p>
<p><b>P.</b> Utilize RtI process by providing differentiated small group Tier I instruction and intervention for students based on progress monitoring data.</p>	<p>- Classroom Teachers -Instructional Specialists</p>	<p>Time LLI kits</p>	<p>August</p>	<p>2,3,4, 9</p>
<p><b>Q.</b> Teachers will participate in staff development focused on best practices of small group instruction within the workshop model for all content areas.</p>	<p>-Instructional Specialists</p>	<p>Time</p>	<p>Sept with 6 week updates</p>	<p>2, 8</p>
<p><b>R.</b> SIT meetings with K-4 grade teachers, curriculum specialists and administrators will be conducted to discuss individual data and appropriate interventions (RtI)</p>	<p>-Administrators -Instructional Specialists</p>	<p>-Student data -Time eRtI</p>	<p>May</p>	<p>2,3,4, 9</p>
	<p>-Counselor -Classroom Teachers -Instructional Specialists</p>			

<p><b>Evaluation</b></p>	<ul style="list-style-type: none"> <li>- Classroom Walkthrough data</li> <li>- Student intervention data entered in eRtI</li> <li>- Teacher progress monitoring notes</li> <li>-Agendas and sign-in sheets from staff development sessions</li> </ul>
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<b>Goal 2</b>	<b>Through increasing opportunities for choice, students will be able to customize learning opportunities to meet their unique needs and develop creative thinking.</b>
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<b>Objective(s)</b>	<p>1. Provide opportunities for students to become fluent in and adapt to a variety of technologies.</p> <p>2. Offer a wide array of workforce readiness programs to meet the expanding needs of students and the workforce.</p> <p>3. Ensure that every school promotes extra-curricular, co-curricular, and enrichment opportunities for every student.</p>
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Activities	Person(s) Resp	Resources	Timeline	Title I
A. Technology will be utilized for student use such as research, publishing, web quest, and library online catalog, and Rtl targeted student intervention.	- Librarian - Classroom Teachers - Technology Facilitator	- Computers - SMART board - Time - open access lab	July-August	
B. Utilize district created website of available technology resources as a way to integrate technology into the curriculum.	- Technology Facilitator - Teachers	- Time - State Standards	Sept-May	
C. The campus will continue subscriptions to use Safari Montage and Brain Pop (Junior, ESL, Spanish) to be integrated into the curriculum to support state standards.	- Librarian - Teachers	\$4000 Classroom computers	Sept-May	10
D. Continue the use of Rosetta Stone software to help LEP students learn English and South Knoll faculty and staff learn Spanish	- ESL Specialist	- Software	May	6,9
E. Students will be given the opportunity to participate in arts enrichment activities.	- Administration - Art teacher - Music teacher	Time Materials	May	6, 3, 10
F. The Spanish book collection in the school library will be expanded.	- Librarian	\$3000	May	2, 10
G. School-wide enrichment activities will be provided for students.	- Enrichment Specialist	Time Volunteers \$1000	May	
H. Math and general enrichment classes will be provided for students identified based on assessment data.	- Classroom Teachers - Enrichment Specialist	Time Assessment data	May	2,4,8, 9
I. Conduct a technology needs assessment to develop a prioritized plan for the development of instructional technology resources and the integration of technology into instruction at South Knoll.	- Campus Technology Facilitator - Administrators	Needs Assessment Instrument \$5000	May	

<b>Evaluation</b>	- Students participating in academic and arts enrichment activities
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- Data from completed technology needs assessment
- Increased technology resources
- Walkthrough data documenting use of technology in instruction

**Goal 3** Provide a safe and supportive environment for all, with an emphasis on positive, strong, healthy relationships.

- Objective(s)**
1. Ensure that all CSISD employees meet the social/emotional needs of our students.
  2. Ensure that the school environment is safe and conducive to learning.
  3. Develop specific processes to assist students in successfully transitioning to the next level of education academically, socially, and emotionally.
  4. Nurture relationships among staff to promote personal and professional growth.
  5. Provide professional, customer-oriented interactions with parents, students, visitors, and staff.

Activities	Person(s) Resp	Resources	Timeline	Title I
Individual and small group guidance lessons will be provided for identified students based on social and emotional needs.	Counselor	- Time -Materials	August	2,3,4,8,9
Emergency drills will be routinely practiced. Fire Drills, Safe Shelter in Place, Duck and Cover, Site Evacuation	-Administrators	-Staff Time, <b>Title 2 Funds</b>	August-June	
Emergency backpacks/red folders will be updated/maintained: <ul style="list-style-type: none"> <li>● Emergency procedures</li> <li>● Medical Information</li> <li>● Emergency Release Forms</li> <li>● Teacher Cell Phone List</li> <li>● Office copy of emergency information/release forms</li> <li>● Updated attendance rosters</li> </ul>	-Saftey team -Classroom Teachers -Instructional Specialists -Secretary	Information, supplies, backpacks, procedures	August Each six weeks for update	
Emergency backpacks and grade level radios will travel with the teacher during outside activities.	-Classroom Teachers -Instructional Specialists	Backpacks, Radios	May	
Emergency procedures will be posted in the same location for all classrooms and common areas.	-Safety Team -Secretary	Paper Laminating	August	
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, supplies	August	
Staff cell phone list will be updated and distributed for emergency communication.	-Secretary	Paper, time Google form	August	
List of children with medical concerns will be distributed to classroom teachers.	-Nurse -Classroom Teachers -Instructional Specialists	Copies Time	August	



<p>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.</p>	<p>-Staff</p>	<p>Time</p>	<p>August</p>
<p>Students will help increase building security by reporting visitors without appropriate identification to the nearest adult and refrain from opening exterior doors for anyone.</p>	<p>-Classroom Teachers</p>	<p>Time</p>	<p>August</p>
<p>Morning drop-off and afternoon dismissal procedures will be discussed during parent orientation meetings.</p>	<p>-Classroom Teachers</p>	<p>Time</p>	<p>August</p>
<p>Campus procedures and common area expectations will be reviewed and revised annually.</p>	<p>-SEL Team -Staff</p>	<p>Time</p>	<p>May</p>
<p>Students will review and routinely practice school-wide expectations for:</p> <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>	<p>-Administrators -Classroom Teachers</p>	<p>Time</p>	<p>August October January April</p>
<p>Teachers will develop and implement a consistent classroom management plan which will include:</p> <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>	<p>-Administrator -Classroom Teachers</p>	<p>Classroom Management Plans</p>	<p>August</p>
<p>The counselor will provide sessions in the classroom/small group/individual/ friendship groups such as:</p> <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>	<p>-Counselor</p>	<p>Materials Supplies Time Training</p>	<p>May</p>
<p>Teachers will implement the following Conscious Discipline structures in each classroom:</p> <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>	<p>-Classroom Teacher</p>	<p>Conscious Discipline Staff Development Conscious Discipline Resources</p>	<p>May</p>
<p>Further staff development will be provided for staff on CHAMPS approach. Teachers will together to develop classroom management plans using this approach.</p>	<p>-SEL Team -Administrators</p>	<p>Staff Development Foundations Resources</p>	<p>May</p>
<p>The campus will continue to communicate campus and district happenings daily through "Subs &amp; Such" campus-wide email.</p>	<p>-Workroom Assistant</p>	<p>Time</p>	<p>May</p>
<p>Teachers will ensure parent contact is part of the classroom management plan prior to sending students to the office for discipline referrals, except in extreme circumstances.</p>	<p>-Administrators -Classroom Teachers</p>	<p>Parent Communication Log</p>	<p>August</p>
<p>Discipline referrals will be mailed home to parents.</p>	<p>-Assistant Principal</p>	<p>NCR forms Envelopes</p>	<p>May</p>

<p>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.</p> <p>Google Docs will be used to house updated campus information (schedules, emergency contact information, VIPs master list, etc.)</p>	<p>-Classroom Teachers</p> <p>-Secretary</p>	<p>Postage</p> <p>Classroom Management Plans</p> <p>Time</p>	<p>August</p> <p>August</p>	
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**Evaluation**

- Sign in sheets and agendas from professional development
- Discipline and referral data
- Evidence of Conscious Discipline and CHAMPS implementation
- Evidence of effective safety procedures

<b>Goal 4</b>	<b>Empower families and the community to be full partners in students' educational success.</b>
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<b>Objective(s)</b>	<ol style="list-style-type: none"> <li>1. Provide opportunities for families to support their children in the learning process.</li> <li>2. Communicate effectively with families and the community regarding school activities and volunteer opportunities.</li> </ol>
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<b>Activities</b>	Person(s) Resp	Resources	Timeline	Title I
Staff members will utilize electronic communications with parents (email, teacher webpages, electronic newsletters, Remind 101, Facebook)	-Classroom Teachers -Administrators	Time	May	6
The campus will continue to hold fall parent orientation meetings	-Classroom Teachers -Administrators	Time Childcare \$250	September	2,3,6
Campus will conduct a Family Fun Night focusing on literacy and math in English and Spanish for all South Knoll families emphasizing fun, interactive experiences.	-Curriculum Council -Classroom Teachers	Time Refreshments Door Prizes \$2000	May	2,3,6,9
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 \$4,5,75	May	2,3,6,7
The campus will hold a parent information meeting for upcoming kindergarten parents considering the dual language program for their child.	-Administrator -Director of Special Programs	Childcare \$250	March	2,3,6,7
The campus will host workshops for Spanish speaking parents. These workshops will focus on teaching parents to use strategies and materials with their students to build academic skills at home.	-Dual Language Teachers -Administrators	Materials Refreshments Childcare \$500	May	2,3,6,9
The marquee will be updated on a regular basis.	-Secretary	Time	May	6
A school newsletter will be distributed to parents, sharing all upcoming school related functions, important information, and celebrations (Spanish and English).	-Assistant Principal	Time	May each 6 week period	
Grade level/Classroom newsletters will be created and distributed to families. Newsletters should include the following: upcoming events, grade level curriculum, campus announcements, events	-Classroom Teachers	Time Common electronic documents for recording news to share	May	6

Weekly folders and other communication tools (Remind 101, websites, etc) will be used as a school communication tool. Weekly folders will include a reminder for parents to check for information stored in the CSISD efolder.

Staff members will turn in all activities and events to be placed on the master calendar.

Social media outlets will be updated on a regular basis with positive happenings at school and upcoming events.

-Classroom Teachers	Folders Time	Weekly on Mondays	6
-Staff -Workroom Assistant	May		6
-Administrators -Classroom Teachers	May		6

**Evaluation**

- Sign in sheets and agendas from meetings
- Increased attendance at school functions
- Classroom and campus newsletters

<b>Goal 5</b>	<b>Demonstrate accountability to our community by providing a quality education based on local standards, while meeting state and federal targets.</b>
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<b>Objective(s)</b>	<ol style="list-style-type: none"> <li>1. Employ multiple measures of accountability, ensure measured progress over time and provide public access to the results.</li> <li>2. Comply with all state and federal requirements.</li> </ol>
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<b>Activities</b>	Person(s) Resp	Resources	Timeline	Title I
Teachers in grades K-4 will utilize running records with comprehension checks to monitor progress and make instructional decisions.	Classroom Teachers	Time Fountas & Pinnell Benchmarking Kits \$600	May	2,4,8,9
Kindergarten- Second grade teachers will assess students using the TPRI/Tejas Lee using district guidelines.	Classroom Teachers	Time District Guidelines	May	2,4,8,9
Kindergarten and first grade teachers will use formal literacy assessments such as appropriate components of the Fountas & Pinnell Assessment kits and Marie Clay Observation Survey with all students to form groups for small group instruction.	Kindergarten and First Grade Classroom Teachers	Time	May	2,4,8,9
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 Assessment Data	May	2,4,8,9
Recruit and hire teachers who are highly qualified in all content areas.	Principal	Time	August	2,3,4,5
Professional development experiences will be designed to include opportunities for collegial conversations based on professional resources such as books, videos, articles, and student artifacts.				
Provide dedicated time for planning to incorporate strategies from professional readings and on focused work on learning indicators into daily instruction.				
Developmental mentoring/cognitive coaching models will be employed to meet the professional growth needs of all staff				
Disaggregate and disseminate appropriate data to all staff members and teachers in grades K-4.	Administrator Instructional Specialists	Time Assessment Data	May	1
The campus will send parent, teacher, student compact and parent involvement policy outlining responsibilities of each party in Spanish and English.	Administrator	Time Copies of Compact and Policy Translator \$.06/word	August	6
Staff and parents will review the South Knoll Home-School Compact and Parental Involvement Policy	Administrator	PTO Members Home-School Compact	May	2,3,6,9

	Parents will be notified if their child is being served in Tier II interventions.	Instructional Specialists	Parental Involvement Policy Time Notification Letter	May	6,9

<b>Evaluation</b>	<ul style="list-style-type: none"> <li>-Evidence of assessment data used in instructional planning</li> <li>-Updated Home School Compact and Parental Involvement Policy</li> <li>-100% Highly Qualified Staff</li> </ul>
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**South Knoll  
Professional  
Development Plan  
2015-16**

<b>Date</b>	<b>Instructional</b>	<b>Social Emotional</b>	<b>Physical</b>
August Professional Development Days	You Matter Small Group Instruction	Growth Mindset	Campus Expectations and Procedures
September Faculty Meeting (September 8)	Review campus 2015 STAAR and TELPAS Scores. Identify glows and grows  Reminders regarding parent conferences- Title I		Some EduHero Required Training Due
October 12 Professional Development Day	Parent Conferences	Parent Conferences	Parent Conferences
October Faculty Meeting (October 13)		Booster-Thon Information	Booster-Thon Information
November Faculty Meeting (November 10)	Staff Meeting will be held in conjunction with Vertical Planning on Early Release Day, November 11.		
November 11 Early Release	Vertical Planning		
December Faculty Meeting (December 8)		Staff Holiday Fun	
January Faculty Meeting (January 12)			Review Campus wide expectations and procedures-- grade levels Develop practice schedule
January 27 Early Release	Vertical Planning		
February Faculty Meeting (February 9)			TELPAS Training
February 15 Professional Development Day	Staff will analyze current data to identify campus needs for the 2016-17 campus plan.		
March Faculty Meeting (March 8)			STAAR Training

	April Faculty Meeting  (April 12)	Campus Planning	Campus Planning	Campus Planning
	May Faculty Meeting  (May 10)			EOY Check-Out Procedures
	<p>** Note: A professional journal will be utilized throughout to record teacher notes, observations and thoughts regarding growth mindset, development of South Knoll Professional Learning Communities and coaching. Staff will use these journals each time we come together to promote growth mindset, PLCs, and coaching.</p>			