

*2010-2011*



Spring Valley Elementary

Campus Improvement Plan

# SPRING VALLEY ELEMENTARY CAMPUS IMPROVEMENT PLAN 2010-2011

Date of Committee Approval: September 20, 2010

Date of Board Approval: October 19, 2010

## Beliefs

1. Education is a collaborative partnership among students, parents, school, and community, built on clear, ongoing communication.
2. High expectations held by all partners in the educational process are essential to learning.
3. A safe, nurturing environment is essential to the total learning experience.
4. Students' needs are the foundation for actions.
5. Each student is entitled to a quality education through meaningful learning experiences.
6. Change must be embraced by all partners for improvement to occur.

## Mission Statement

The mission of Spring Valley Elementary is to prepare students for responsible citizenship in a global society by providing a learning environment in which each student experiences success and realizes his or her full potential.

## Goals

1. Spring Valley students will reach their full academic, social, and physical potential and will be responsible citizens in a global society.
2. Parents, community members, and educators at Spring Valley will be active partners in the education of our students.
3. Spring Valley will provide a safe, orderly, and technologically advanced environment that promotes success in learning.

# Spring Valley Campus Advisory Committee

Campus Relationship	Name
Parent Representative	Carelyen Tang
Parent/PTA Representative	Kris Rhodes
Parent Representative/MAST Committee Rep.	Michelle Dalrymple
Business Representative	Jean Ann Hoover
Community Representative	Jill Bryant
RtI Specialist	Connie Valentien
Math Instructional Specialist	Vicki Lanier
Reading Instructional Specialist	Tammy Humphrey
Kindergarten Representative/MAST Committee Rep	Alain Humphrey
1 <sup>st</sup> Grade Representative/MAST Committee Rep	Kathy Gibson
2 <sup>nd</sup> Grade Representative	Peggy Pritchett
3 <sup>rd</sup> Grade Representative	Michele Kupiszewski
4 <sup>th</sup> Grade Representative	Janice Mateleska
ELL Teacher	Carol Baker
Counselor	Janna York
MISD Coordinator of Technology	Susan Fletcher
Administrative Representative	Maudie Monroe
Administrative Representative	Jay Fischer

## TAKS DATA Spring Valley Elementary

**2008** \*\* 5th grade Science Data is provided for elementary schools to aid in science lesson plans

Student Population	3rd Math		3rd Reading		4th Math		4th Reading		4th Writing		5th Science**	
	%Met	%Comm	%Met	%Comm	%Met	%Comm	%Met	%Comm	%Met	%Comm	%Met	%Comm
All Students	89%	39%	100%	58%	94%	34%	97%	35%	97%	47%	88%	46%
African American	73%	12%	100%	28%	93%	12%	93%	28%	86%	36%	71%	10%
Hispanic	90%	21%	100%	29%	89%	21%	94%	29%	100%	39%	81%	41%
White	91%	46%	100%	55%	96%	46%	98%	55%	98%	55%	93%	52%
Economically Dis	88%	19%	100%	36%	88%	19%	96%	36%	92%	33%	80%	34%
ALL MISD STUDENTS	95%	49%	100%	62%	96%	48%	96%	43%	97%	51%	88%	46%

**2009** \*\* 5th grade Science Data is provided for elementary schools to aid in science lesson plans

Student Population	3rd Math		3rd Reading		4th Math		4th Reading		4th Writing		5th Science**	
	%Met	%Comm	%Met	%Comm	%Met	%Comm	%Met	%Comm	%Met	%Comm	%Met	%Comm
All Students	99%	61%	99%	64%	95%	54%	97%	46%	96%	59%	88%	46%
African American	100%	58%	100%	75%	88%	25%	88%	38%	100%	33%	71%	10%
Hispanic	95%	50%	95%	45%	91%	32%	100%	23%	91%	45%	81%	41%
White	100%	63%	99%	66%	98%	62%	97%	53%	96%	65%	93%	52%
Economically Dis	97%	56%	97%	66%	91%	44%	94%	33%	94%	42%	80%	34%
ALL MISD STUDENTS	98%	62%	99%	68%	98%	64%	97%	48%	96%	51%	93%	53%

**2010** \*\* 5th grade Science Data is provided for elementary schools to aid in science lesson plans

Student Population	3rd Math		3rd Reading		4th Math		4th Reading		4th Writing		5th Science**	
	%Met	%Comm	%Met	%Comm	%Met	%Comm	%Met	%Comm	%Met	%Comm	%Met	%Comm
All Students	91%	51%	97%	64%	100%	64%	98%	50%	98%	53%	94%	60%
African American	91%	36%	100%	36%	100%	42%	100%	42%	100%	67%	81%	30%
Hispanic	92%	67%	92%	67%	100%	53%	100%	41%	94%	53%	46%	55%
White	90%	50%	97%	66%	100%	68%	98%	51%	99%	50%	97%	68%
Economically Dis	88%	38%	92%	56%	100%	57%	96%	50%	96%	50%	90%	37%
ALL MISD STUDENTS	91%	38%	97%	49%	91%	38%	97%	49%	97%	45%	91%	39%

# Spring Valley Elementary Campus Improvement Plan

## 2010-2011 School Year

**GOAL 1: Spring Valley students will reach their full academic and social potential and will be responsible citizens in a global society.**

### Summary of Needs Assessment Findings:

- Student assessment results indicate the need to focus on achievement of subpopulations and at-risk students in all core academic areas.
- Tiers 2 and 3 of the RtI (Response to Intervention) model are not fully aligned with classroom instruction.
- Data from Tiers 2 and 3 progress monitoring and intervention is not regularly shared with classroom teachers.
- More support is needed for teachers in the collection, interpretation, and use of data to make decisions related to instructional strategies.
- Teachers do not consistently use research-based strategies learned in staff development in their classrooms.
- More collaboration is needed among teachers to develop curriculum, instructional strategies, and assessments that are aligned to state standards.
- More collaboration is needed between special education staff and general education teachers regarding interventions, accommodations, and instructional alignment.
- More technology training and support are needed to facilitate use of available technology in the classroom.

**SMART S=Specific M=Measurable A=Attainable R=Results-oriented T=Time bound**

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Resource Allocations	Timeline	Evaluation
<p><u>Desired State:</u> At least 90% passing rate for all student groups on TAKS</p> <p><u>As Is:</u> 3<sup>rd</sup> Grade Reading: All - 97% AA - 100% Hisp. - 92% White - 97% ED - 99%</p> <p>3<sup>rd</sup> Grade Math: All - 91% AA - 91% Hisp. - 92% White - 91% ED - 88%</p>	<p>Administer TAKS simulation assessments and analyze results with grade level teams</p> <p>Meet regularly with math teachers to share math instructional strategies, focusing especially on core math materials (Core Math Training)</p> <p>Utilize STAR Math as a universal screener and progress monitoring tool</p>	<p>3<sup>rd</sup> &amp; 4<sup>th</sup> Grade Teachers Reading/Math/RtI Specialists</p> <p>Math Specialist Classroom Teachers Math Assistants</p> <p>Math Specialist Classroom Teachers Math Assistants</p>	<p>Campus Budget Eduphoria Aware</p> <p>Title I Budget ARRA Budget</p> <p>Campus Budget</p>	<p>Sept – April</p> <p>Aug – May</p> <p>Sept – May</p>	<p>Results of TAKS simulations and 2011 TAKS scores</p> <p>Agendas Sign-in sheets</p> <p>STAR reports</p>

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Resource Allocations	Timeline	Evaluation
<p>4<sup>th</sup> Grade Reading: All - 98% AA - 100% Hisp. - 100% White - 98% ED - 96%</p> <p>4<sup>th</sup> Grade Math: All - 100% AA - 100% Hisp. - 100% White - 100% ED - 100%</p> <p>4<sup>th</sup> Grade Writing: All - 98% AA - 100% Hisp. - 99% White - 99% ED - 96%</p>	Utilize TPRI/Tango applications and reports, Grades K-3, to assess students and plan instruction according to students needs	Classroom Teachers Reading Specialist Rtl Specialist	District Budget	Sept – May	Class reports Improved student scores on EOY assessments
	Purchase and implement Tango PMER (Progress Monitor Emergent Reader) and PMBR (Progress Monitor Beginner Reader) as a progress monitoring tool for use by classroom teachers at Tier I	Rtl Specialist Reading Specialist Classroom Teachers	Compensatory Budget	Oct – May	Purchase order Progress monitoring data reports
	Meet regularly with teachers to analyze data (universal screenings, benchmarks, progress monitoring, etc.) and discuss student progress	Math/Reading/Rtl Specialists Principal Assistant Principal Classroom Teachers	Campus Budget	Sept – May	Agendas Sign-in sheets Progress monitoring charts
	Utilize Rally to Read intervention program to serve Tier 3 reading students and those identified with characteristics of dyslexia	Reading Specialist Title I Assistants	Campus Budget Title I Budget ARRA Budget	Sept – May	Attendance logs EOY assessments Progress monitoring documents
	Purchase and utilize Lexia computer based instructional program in Rally to Read	Reading Specialist Technology Staff	District Budget Title I Budget	Sept – May	Student progress reports
	Purchase and utilize LiPS, a teacher directed phonological awareness program, in Rally to Read	Reading Specialist	Campus Budget	Sept – May	Student progress reports
	Meet regularly with reading teachers to share reading instructional strategies focusing especially on Core Reading Program (Core Reading Training)	Reading Specialist Classroom Teachers	Campus Budget Title I Budget	Sept – May	Agendas Sign-in sheets

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Resource Allocations	Timeline	Evaluation
	<p>Send home and post on campus webpage a parent newsletter focused on improving reading skills in the home environment</p> <p>Administer end-of-year TAKS formatted tests to Grade 2 in math and reading and to Grade 3 in writing and analyze results through AWARE</p> <p>Provide training for 4<sup>th</sup> grade teachers in Six Traits Writing and integration of Core Reading Program into writing curriculum</p> <p>Conduct periodic grade level meetings to discuss classroom implementation of instructional strategies learned in staff development training</p> <p>Provide after-school tutorials for 3<sup>rd</sup> &amp; 4<sup>th</sup> grade students related to TAKS skills</p> <p>Provide prescriptive, small group instruction during the school day in grades 3-4 in reading, writing, and math</p>	<p>Reading Specialist</p> <p>Classroom Teachers Reading/Math/Rtl Specialists</p> <p>Reading/Rtl Specialists Principal</p> <p>Reading/Math/Rtl Specialists Principal Assistant Principal Classroom Teachers</p> <p>Rtl Specialist Classroom Teachers</p> <p>Classroom Teachers</p>	<p>ARRA Budget</p> <p>N/A</p> <p>Title I Budget</p> <p>N/A</p> <p>Title I Budget Campus Budget</p> <p>N/A</p>	<p>Sept – May</p> <p>April – May</p> <p>Aug – Oct</p> <p>Sept – May</p> <p>Spring Semester</p> <p>Sept – May</p>	<p>Copies of newsletters</p> <p>AWARE reports</p> <p>2011 TAKS Writing scores Informal feedback from teachers</p> <p>Lesson plans Agendas</p> <p>2011 TAKS scores</p> <p>2011 TAKS scores</p>
<p><u>Desired State:</u> Provide more hands-on science lab experiences for students</p> <p><u>As Is:</u> Hands-on science lab experiences for students are limited</p>	<p>Purchase and utilize “Loose in the Lab” science kits</p> <p>Consolidate all science instructional materials and equipment into one location that will be used as a science lab</p>	<p>Rtl Specialist Classroom Teachers</p> <p>Principal Assistant Principal</p>	<p>Title I Budget</p> <p>N/A</p>	<p>Sept – May</p> <p>Aug – Sept</p>	<p>Lesson plans Science lab sign-up calendar</p> <p>Science lab equipment in place (Rm 20)</p>

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Resource Allocations	Timeline	Evaluation
	Each classroom teacher will conduct at least one lesson per semester in the outdoor classroom (The Panther Patch)	Classroom Teachers	Campus Budget	Sept – May	Lesson plans The Panther Patch sign-up calendar
<p><u>Desired State:</u> Support reading and math instruction for all grades through adequate paraprofessional staffing</p> <p><u>As is:</u> There is one paraprofessional to support reading and math instruction</p>	Hire one full-time highly qualified paraprofessional for math and reading support	Principal Rtl Specialist	Title I Budget	Hired – August, 2010, to work through end of school year	Improved student scores on TAKS and EOY grade level reading and math assessments
<p><u>Desired State:</u> Support reading instruction for all grades at the Tier 3 Rtl level</p> <p><u>As is:</u> Reading IS fulfills the roles of Rtl coordinator for the campus and provides Tier 3 Rtl interventions for identified students</p>	Hire one part-time, highly qualified paraprofessional to provide reading support	Principal Rtl Specialist	Title I Budget	Hired – August, 2010, to work through end of the school year	Improved student scores on TAKS and EOY grade level reading assessments
<p><u>Desired State:</u> Support Response to Intervention programs through adequate professional staffing</p> <p><u>As Is:</u> Two professional staff units (Reading Specialist and Math Specialist) provide interventions to students, support to teachers, and manage Rtl process</p>	Add one additional specialist to facilitate Rtl processes and provide support to teachers (trade two paraprofessional personnel units for one professional, certified personnel unit) – Team of 3 Specialists (Reading, Math, and Rtl)	Campus Principal Approval of District Leadership Team (Assistant Supt for Human Resources, Assistant Supt for Curriculum & Instruction, and Superintendent— Spring, 2010)	District Budget	2010-2011 School Year	Survey results Observation of IT Meetings and Rtl processes

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Resource Allocations	Timeline	Evaluation
<p><u>Desired State:</u> All classroom teachers will develop and implement appropriate Tier 1 interventions with consistency and fidelity</p> <p><u>As Is:</u> RTI process fully implemented but improvement is needed in Tier 1 interventions</p>	<p>Develop grade-specific Tier 1 tool kit charts (list of resources and interventions)</p> <p>Utilize grade-specific Tier 1 tool kit charts to plan interventions for Tier 1 students</p> <p>Provide support for teachers and other personnel on research-based interventions to be used in Tier 1 of the Rtl process</p>	<p>Classroom Teachers Reading/Math/Rtl Specialists</p> <p>Classroom Teachers</p> <p>Principal Assistant Principal Reading/Math/Rtl Specialists Speech/Lang Pathologist</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>Aug – Sept</p> <p>Aug – June</p> <p>Sept – June</p>	<p>Completed tool kit chart documents</p> <p>Lesson plans Grouping mats</p> <p>Documentation of Tier 1 interventions at IT Meetings</p>
<p><u>Desired State:</u> Data from Tiers 2 and 3 progress monitoring is shared with teachers regularly and used to impact classroom instruction</p> <p><u>As Is:</u> Some teachers feel that data from Tiers 2 and 3 progress monitoring is not shared regularly</p>	<p>Conduct regular IT(Intervention Team) Review Meetings to discuss interventions, progress monitoring data, and strategies used to assist Tier 1, 2, &amp; 3 students</p>	<p>Rtl Specialist Classroom Teachers Principal Assistant Principal</p>	<p>N/A</p>	<p>Aug – May</p>	<p>IT Meeting calendar Class data matrix</p>
<p><u>Desired State:</u> Tier 2 and 3 support program instruction will be aligned with classroom instruction</p> <p><u>As Is:</u> Tier 2 and 3 support programs are not fully aligned with classroom instruction</p>	<p>Review curriculum documents and teacher lesson plans on a regular basis in order to develop interventions that are aligned with grade level curriculum</p> <p>Meet with classroom teachers to discuss and design interventions that are aligned with grade level curriculum</p>	<p>Reading/Math/Rtl Specialists</p> <p>Reading/Math/Rtl Specialists Classroom Teachers</p>	<p>N/A</p> <p>N/A</p>	<p>Sept – May</p> <p>Sept – May</p>	<p>Intervention plans Lesson plans Survey results</p> <p>Intervention plans Survey results</p>

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Resource Allocations	Timeline	Evaluation
<p><u>Desired State:</u> Identify students that are at-risk according to state and local guidelines and provide academic support as needed</p> <p><u>As Is:</u> Identify students who meet state and local criteria as at-risk</p>	<p>Examine data to determine eligibility of at-risk students</p> <p>Coordinate and provide services to meet the educational needs of students identified as at-risk</p> <p>Provide after-school tutorials (Pro-Camp) to improve at-risk student achievement</p>	<p>Rtl Specialist</p> <p>Reading/Math/Rtl Specialists Classroom Teachers Sp Ed Teacher ELL Teacher</p> <p>Rtl Specialist Principal Assistant Principal Teachers</p>	<p>N/A</p> <p>Campus Budget Title I Budget ARRA Budget Sp Ed Budget</p> <p>Campus Budget Title I Budget</p>	<p>Aug – June</p> <p>Sept – May</p> <p>Spring Semester</p>	<p>At-risk matrix</p> <p>EOY assessments Progress monitoring data TAKS results Report card grades</p> <p>EOY assessments TAKS results Report card grades</p>
<p><u>Desired State:</u> Increase the number of ELL certified teachers</p> <p><u>As Is:</u> There are seven Spring Valley teachers with ESL/ELL certification and limited training has been provided</p>	<p>Encourage teachers to enroll in ELL certification classes and complete testing requirements</p> <p>Provide training for classroom teachers in best practices in ELL instruction, including sheltered instruction and ELPS [English Language Proficiency Standards]</p>	<p>Principal ELL Teacher</p> <p>Rtl Specialist ELL Teacher Principal</p>	<p>District Title III Budget</p> <p>N/A</p>	<p>Aug – June</p> <p>Sept – May</p>	<p>More teachers with ELL certification</p> <p>Certificates of completion from training</p>
<p><u>Desired State:</u> Provide a coordinated ELL academic support program that enables ELL students to achieve academic success</p> <p><u>As Is:</u> ELL students are provided support by classroom teacher and ELL teacher</p>	<p>Provide ELPS awareness training for all teachers who serve ELL students</p> <p>Provide training for teachers on the basics of TELPAS, as needed</p> <p>Send ELL teacher and 2<sup>nd</sup> grade teacher to Title III ELL Forum</p> <p>Provide after-school tutorials (HELPS—Help with English Language Proficiency Standards) for beginning and intermediate proficiency level ELL students</p>	<p>Rtl Specialist</p> <p>ELL Teacher</p> <p>ELL Teacher Principal</p> <p>ELL Teacher Rtl Specialist</p>	<p>N/A</p> <p>N/A</p> <p>Title III Budget</p> <p>Title III Budget</p>	<p>Fall Semester</p> <p>Fall Semester</p> <p>September</p> <p>Spring Semester</p>	<p>Agenda and training date</p> <p>Agenda and training date</p> <p>Certificates of Completion</p> <p>EOY assessments</p>

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Resource Allocations	Timeline	Evaluation
	<p>Purchase and utilize science teacher resource books (<u>Science for English Language Learners</u>) to help with planning science instruction for ELL students in all grade levels</p> <p>Purchase and utilize three iPod Touch devices for ELL students to use in English language acquisition</p>	<p>ELL Teacher Rtl Specialist Classroom Teachers</p> <p>ELL Teacher Rtl Specialist</p>	<p>Title III Budget</p> <p>Title III Budget</p>	<p>Sept – May</p> <p>September</p>	<p>Purchase order Science lesson plans</p> <p>Purchase order Informal feedback</p>
<p><u>Desired State:</u> Maintain status of all professional staff being highly qualified and increase paraprofessional staff to 100% highly qualified</p> <p><u>As Is:</u> All professional staff at Spring Valley are highly qualified and four paraprofessionals need highly qualified certification</p>	<p>Recruit and hire professional and paraprofessional staff who meet highly qualified requirements under NCLB</p> <p>Provide mentor teachers for 1<sup>st</sup> year teachers and/or new-to-district teachers</p> <p>Provide release time for planning, incentives/gifts, appreciation functions/events, and meals</p>	<p>Principal Assistant Principal</p> <p>Principal Campus Mentor Facilitator</p> <p>Principal Assistant Principal Other Staff</p>	<p>District Job Fair District Application Database</p> <p>District Budget</p> <p>Campus Budget</p>	<p>Ongoing</p> <p>Aug – June</p> <p>Aug – June</p>	<p>100% highly qualified professional and paraprofessional staff</p> <p>Informal feedback Mentor survey results</p> <p>Informal feedback Low turnover</p>
<p><u>Desired State:</u> Increase opportunities for students to develop an awareness of careers and connections of job skills to academic success</p> <p><u>As Is:</u> Career emphasis incorporated in units of study in all grade levels</p>	<p>Plan and implement a Career Week emphasis</p> <p>Incorporate at least 3 lessons from Paws in Jobland into core curriculum instruction</p> <p>Include career emphasis in guidance curriculum</p> <p>Continue integrated career oriented instruction in core subjects, Grades Pre-K through 4</p>	<p>Counselor Classroom Teachers PTA Volunteers</p> <p>Counselor Classroom Teachers</p> <p>Counselor</p> <p>Classroom Teachers</p>	<p>Campus Budget</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>Oct – May</p> <p>Oct – Jan</p> <p>Sept – May</p> <p>Sept – May</p>	<p>Summary of Career Week events</p> <p>Teacher and counselor informal feedback</p> <p>Guidance schedule</p> <p>Lesson plans</p>

Measurable Objectives	Improvement Strategies	Person(s) Responsible for Monitoring	Resource Allocations	Timeline	Evaluation
<p><u>Desired State:</u> The number of 3<sup>rd</sup> &amp; 4<sup>th</sup> grade students who meet criteria on all six tests of the FITNESSGRAM will increase and data will be tracked at the campus level</p> <p><u>As Is:</u> Students in 3<sup>rd</sup> &amp; 4<sup>th</sup> grades participate in the FITNESSGRAM tests and data is reported to the district but not tracked at the campus level</p>	<p>Incorporate more physical fitness lessons that correlate with FITNESSGRAM tests into physical education classes</p>	<p>PE Teacher PE Assistant</p>	<p>Campus Budget</p>	<p>Aug – June</p>	<p>Campus report of FITNESSGRAM data</p>
<p><u>Desired State:</u> A health/wellness emphasis event will be conducted for students</p> <p><u>As Is:</u> There is no special event for students that focuses on health and wellness</p>	<p>Conduct a Health/Wellness Fair for students</p>	<p>School Nurse PE Teacher PE Assistant PTA Volunteers</p>	<p>Campus Budget PTA Budget</p>	<p>March</p>	<p>Informal feedback from students and staff</p>

**GOAL 2: All parents, community members, and educators at Spring Valley Elementary will be active partners in the education of our students.**

Summary of Needs Assessment Findings:

- Communication with non-English speaking parents needs to be improved.
- Parental support and communication with parents are vital to student success.

Measurable Objectives	Improvement Strategies	Person Responsible for Monitoring	Resource Allocations	Timeline	Evaluation
<p><u>Desired State:</u> Provide language interpreters for non-English speaking parents</p> <p><u>As Is:</u> Limited availability of language interpreters</p>	Contract with language interpreters as needed to assist non-English speaking parents in communication with school personnel	Principal Assistant Principal Campus ELL Teacher	Campus Budget	Aug – June	Conference documentation
<p><u>Desired State:</u> 85% or greater participation in a parent conference during the month of October</p> <p><u>As Is:</u> Less than 85% of parents attend a parent conference in October</p>	Conduct parent conferences on Parent Conference Day and/or throughout the month of October	Classroom Teachers	N/A	October	Parent conference schedule Parent sign-in logs
<p><u>Desired State:</u> 50% of parents will participate in campus Title I information meeting</p> <p><u>As Is:</u> A low percentage of parents have participated in Title I information meeting</p>	<p>Broadcast Title I parent information over closed-circuit TV at the beginning of grade level parent meetings</p> <p>Provide childcare for parent information meetings/Title I meetings</p>	<p>Rtl Specialist Assistant Principal Classroom Teachers</p> <p>Campus Administrators Teacher Assistants</p>	<p>N/A</p> <p>N/A</p>	<p>August 30, 31, and Sept. 2</p> <p>August 30, 31, and Sept. 2</p>	<p>Number of Spring Valley parents attending grade level parent meetings</p> <p>Feedback from teacher assistant</p>
<p><u>Desired State:</u> Provide two opportunities for parents to participate in parenting skills seminars</p> <p><u>As Is:</u> Parenting skills seminars have been offered</p>	Conduct two parenting skills seminars	Counselor	Title I Budget	Oct – May	Sign-in sheets Informal feedback

Measurable Objectives	Improvement Strategies	Person Responsible for Monitoring	Resource Allocations	Timeline	Evaluation
<p><u>Desires State:</u> Provide an event for parent/student interactive educational activities</p> <p><u>As Is:</u> No parent/student activities included in Winter Dinner event</p>	<p>Conduct parent/student interactive educational activities at an evening event (Winter Dinner/Family Night)</p>	<p>Campus Administrators Classroom Teachers School Support Staff</p>	<p>Campus Budget</p>	<p>January 27</p>	<p>Number of participants</p>
<p><u>Desired State:</u> Parenting skills resources are available in school library and used by parents</p> <p><u>As Is:</u> Parents had limited knowledge of what parenting skills resources were available</p>	<p>Purchase additional parenting skills resources</p> <p>Compile a list of parenting skills resources available in the school library</p> <p>Post list of parenting skills resources to counselor and library webpages</p>	<p>Counselor</p> <p>Counselor</p> <p>Counselor Librarian</p>	<p>Title I Budget</p> <p>N/A</p> <p>N/A</p>	<p>Sept – June</p> <p>Sept – May</p> <p>September</p>	<p>Purchase order</p> <p>List of parenting skills resources</p> <p>List available on webpages</p>
<p><u>Desired State:</u> Monthly newsletters and/or flyers for parents related to positive parenting skills</p> <p><u>As Is:</u> Monthly newsletters/flyers sent to parents regarding parenting skills</p>	<p>Provide monthly newsletters and/or flyers for parents related to positive parenting skills</p> <p>Post monthly newsletters and/or flyers for parents related to positive parenting skills to the counselor webpage</p>	<p>Counselor</p> <p>Counselor</p>	<p>Campus Budget</p> <p>N/A</p>	<p>Sept – June</p> <p>Sept – June</p>	<p>Copies of newsletters/flyers</p> <p>Informal parent feedback</p> <p>Newsletters/flyers available on webpage</p>
<p><u>Desired State:</u> At least one non-faculty guest reader per classroom each semester</p> <p><u>As Is:</u> Guest readers are used in all grade levels</p>	<p>Invite non-faculty guest readers to teachers' classrooms (at least 1 guest reader per semester)</p>	<p>Administration Classroom Teachers</p>	<p>N/A</p>	<p>Sept – June</p>	<p>Schedule of guest readers turned in to administration</p>

Measurable Objectives	Improvement Strategies	Person Responsible for Monitoring	Resource Allocations	Timeline	Evaluation
<p><u>Desired State:</u> Utilize parents as resources for career awareness education</p> <p><u>As Is:</u> Parents not involved in career education</p>	Utilize parents in career awareness educational opportunities	Classroom Teachers Campus Administrators Counselor	N/A	Oct – June	Report of career awareness educational opportunities
<p><u>Desired State:</u> Most parents use Parent Connection</p> <p><u>As Is:</u> Feedback from teachers indicate that many parents do not use Parent Connection on a regular basis</p>	Send home three flyers reminding parents to sign-up for Parent Connection	Administrative Assistant Campus Administrators	N/A	Aug – Oct	Sample of flyer with dates of distribution
	Use Parent Connection to keep parents informed of school events and news	Administrative Assistant Campus Administrators Classroom Teachers	N/A	Sept – June	Email replies and other informal feedback from parents
<p><u>Desired State:</u> Implementation of system to meet the needs of homeless students as applicable</p> <p><u>As Is:</u> Services are provided to homeless students on an as needed basis</p>	Survey parents as needed using the Student Residency Questionnaire form to determine need for homeless services	Principal School Secretary	N/A	Aug – June	Completed questionnaire
	Coordinate and provide various services for students identified as homeless as needed	Principal Counselor District Homeless Liaison	Title I Budget District Funds	Aug – June	Case files describing services provided maintained in District Homeless Liaison's files
<p><u>Desired State:</u> Identify students who meet criteria for migrant education services</p> <p><u>As Is:</u> Information from migrant education services survey is collected and forwarded to district liaison</p>	Distribute and collect migrant education survey	School Secretary Campus Administrators	N/A	Aug – June	Completed surveys
	Coordinate services for students who meet eligibility as migrant students	Campus Administrators Rtl Specialist	N/A	Aug – June	Case files describing services provided maintained by Rtl Specialist

Measurable Objectives	Improvement Strategies	Person Responsible for Monitoring	Resource Allocations	Timeline	Evaluation
<p><u>Desired State:</u> Increased participation of fathers and father-figures in the education of students</p> <p><u>As Is:</u> Fewer fathers/father-figures participate in volunteer opportunities at school as evidenced by predominately female make-up of PTA board and observation of PTA sponsored activities</p>	<p>Host an organizational meeting for Watch D.O.G.S. program</p> <p>Schedule Watch D.O.G.S. volunteers</p> <p>Host an end-of-year appreciation activity for Watch D.O.G.S. volunteers and their children</p>	<p>Assistant Principal PTA Volunteers</p> <p>Assistant Principal Administrative Assistant</p> <p>Assistant Principal PTA Volunteers</p>	<p>Campus Budget PTA Budget</p> <p>N/A</p> <p>Campus Budget PTA Budget</p>	<p>September 16</p> <p>Sept – June</p> <p>May</p>	<p>Sign-in sheet at organizational meeting</p> <p>Daily/weekly Watch D.O.G.S. schedule</p> <p>Attendance (headcount)</p>
<p><u>Desired State:</u> Provide a program for transition of preschool children to elementary school</p> <p><u>As Is:</u> A program for transition of preschool children to elementary school is provided</p>	<p>Host a Roundup event for prospective Pre-K and kindergarten students</p>	<p>Principal Assistant Principal Office Staff Teachers</p>	<p>Campus Budget</p>	<p>Spring Semester</p>	<p>Attendance logs Number of pre-registered students</p>

**GOAL 3: Safe and Orderly Environment: Spring Valley will provide a safe, orderly, and technologically advanced environment that promotes success in learning.**

Summary of Needs Assessment Findings:

- Safety for students and staff is an on-going concern.
- A consistent language related to student behavior management should be utilized by all staff.
- A campus-wide positive behavior support system is needed as part of the implementation of the district initiative of Safe and Civil Schools.
- More support is needed to help teachers use technology in classroom instruction.

Measurable Objectives	Improvement Strategies	Person Responsible for Monitoring	Resource Allocations	Timeline	Evaluation
<p><u>Desired State:</u> Increase the emphasis of student personal safety in classroom guidance lessons</p> <p><u>As Is:</u> Student personal safety is included in classroom guidance lessons</p>	<p>Use Yellow Dyno curriculum and Child Lures curriculum in classroom guidance to increase student personal safety awareness</p> <p>Make periodic video announcements emphasizing student personal safety</p>	<p>Counselor</p> <p>Counselor Assistant Principal</p>	<p>N/A</p> <p>N/A</p>	<p>Oct – May</p> <p>Oct – May</p>	<p>Schedule of lessons Staff feedback</p> <p>Informal student feedback Staff feedback</p>
<p><u>Desired State:</u> Increase individual and small group counseling for students who have frequent office behavior referrals</p> <p><u>As Is:</u> Limited individual and small group session with counselor for students who have frequent office referrals</p>	<p>Provide individual and/or small group counseling sessions for students who have frequent disciplinary referrals</p>	<p>Campus Administrators Counselor Classroom Teachers</p>	<p>N/A</p>	<p>Aug – June</p>	<p>Decrease in office referrals for targeted students Counselor Referral Forms</p>
<p><u>Desired State:</u> Investigate school-wide positive behavior support systems for purpose of future implementation</p> <p><u>As Is:</u> Positive behavior support is sporadic among classroom teachers</p>	<p>Provide training in Safe &amp; Civil Schools program for selected school personnel</p> <p>Create a campus Foundations Team (Safe &amp; Civil Schools terminology) to establish and update school procedures</p> <p>Explore Rachel’s Challenge as a positive behavior support system for possible adoption</p>	<p>Special Education Director</p> <p>Assistant Principal</p> <p>Assistant Principal Foundations Team</p>	<p>District Budget</p> <p>Campus Budget</p> <p>Campus Budget</p>	<p>June, 2010</p> <p>Aug – May</p> <p>Sept – June</p>	<p>Informal feedback</p> <p>Meeting schedule and agendas Informal feedback Written procedures Needs assessment survey</p> <p>Informal feedback</p>

<p><u>Desired State:</u> Available technology is integrated and utilized on a regular basis as part of the core curriculum</p> <p><u>As Is:</u> Technology is available (i.e. document cameras, flat screen TV's, Mobi's, iPod Touch) for classroom instruction but not all teachers are well trained in instructional uses and applications</p>	Host a Technology Showcase event for staff to highlight websites, technology applications, and various equipment	Campus Technologist	Technology Budget	October	Sign-in sheets Informal feedback
	Provide training for staff in the use of available technology in core subject areas	Campus Technologist	N/A	Aug – June	Training session schedule (Eduphoria Workshop) Completion reports (Eduphoria Workshop)
	Purchase additional iPod Touch devices for student assessment	Rtl Specialist Reading Specialist	ARRA Budget	September	Purchase order
	Provide training in TPRI/Tango applications using iPod Touch devices	Rtl Specialist Reading Specialist	District Funds	Aug – Sept	Completion reports (Eduphoria Workshop) Campus sign-in sheets