

# South Knoll Elementary

Annual Campus Improvement Plan  
2022-2023



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Board Approval Date: September 20, 2022

## **Mission Statement**

Success Each Life, Each Day, Each Hour

### **Vision**

CSISD learners, teachers, leaders and the community collaborate to foster lifelong learning through relevant growth opportunities and meaningful relationships. Together we prepare our learners for their own unique success each life, each day, each hour.

### **CSISD Board Beliefs and Commitments**

**We believe the purpose of education is to develop productive citizens.**

CSISD will...

- Promote community engagement
- Recognize the diverse perspectives of others
- Demonstrate mutual respect for all
- Ensure students are prepared for careers, college or the military

**We believe educators and students can be lifelong learners, who are excited to engage in learning together.**

CSISD will...

- Facilitate self-directed, meaningful, real world learning experiences
- Motivate students to explore and discover challenging experiences
- Nurture enthusiasm for learning

**We believe relationships and communication are driving forces in education.**

CSISD will...

- Encourage and strengthen communication opportunities amongst families, learners, educators and community members
- Provide professional learning and support to build positive relationships

**We believe critical thinking, real world problem-solving and engaged learning are crucial to learner's success now and in the future.**

CSISD will...

- Design opportunities for students to experience learning beyond the classroom
- Foster student voice and ownership in learning
- Provide professional learning and support for educators to ensure the development of critical thinking and engaged learning

**We believe the skillful use of technology can enhance learning experiences.**

CSISD will....

- Provide equitable access to technology
- Ensure technology is used to enrich educational experiences
- Provide professional learning and support to educators and learners

### **CSISD Board Goals**

1. CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.
2. CSISD will elevate academic outcomes of historically underperforming student groups.
3. CSISD will enrich students' school experience by strengthening relationships between students, staff, and families.
4. CSISD will cultivate and strengthen intentional partnerships with local businesses, community organizations, and higher education agencies.
5. CSISD will improve the technology ecosystem by increasing access to devices, strengthening technology infrastructure, and ensuring a safe and secure digital environment.
6. CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

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## Executive Comprehensive Needs Assessment Summary

<b>Areas Examined</b>	<b>Summary of Strengths</b> (What Strengths were identified?)	<b>Summary of Needs</b> (What needs were identified?)	<b>Priorities</b> (What are the priorities for the campus?)
<b>Demographics</b>	South Knoll Elementary typically has an enrollment of 600-650 students. The student population is quite diverse with 18% being African American, 45% being Hispanic, 30% White, 4% identifying as two or more races, 2% Asian and the remaining 1% being Pacific Islander/Native American. The economically disadvantaged population accounts for 58.9% of our students. 32% of the students at South Knoll are identified as English Language Learners. Additionally 18% of the students at South Knoll are served in Special Education. It is important to note South Knoll houses many of the district's special programs including Dual Language, PPCD, Pre K, Head Start, and LIFE Skills.	Our student diversity requires the teachers to be skilled at planning tier I instruction, identifying specific student needs, and developing differentiated, targeted intervention to meet the specific needs of each student. In addition, our diverse student population also requires our staff to be culturally responsive and a variety of strategies to identify and meet social and emotional needs of our students and families.	Our priority in this area is to provide teachers with dedicated, structured time in a PLC format to discuss core content and best Tier I practices and plans
<b>Student Achievement</b>	Preliminary STAAR results for 2021-22 are: 3rd grade Reading: 81% 3rd grade Math: 63% 4th grade Reading: 65% 4th grade Math: 72%	Scores for the 2021-2022 school year were similar to the 2020-2021 school year. There is still a significant learning gap due to closure in 19-20. Additionally, our students in special education continue to struggle to meet state standards. Campus scores clearly indicate a need for differentiated instruction based on individual student data to accelerate student performance.	Provide teachers with Professional Learning Community (PLC) time to allow for the review of student data, in depth work with new curriculum documents and to plan for small group instruction. (CSISD Framework: Create)  Additionally, PLC time will be used to create data tracking sheets and to establish campus protocols related to student goal setting and learner led conferences.
<b>Curriculum and Instruction</b>	District curriculum documents are the basis of core instruction. Providing dedicated time for instructional planning and curricular conversations.	Each grade level attacks the task of instructional planning in a slightly different way. A campus wide common belief about the purpose of planning and a protocol for that time is needed.	Professional Learning Community (PLC) time will be used to integrate backward design into instructional planning.

	Intervention materials for math and reading are streamlined and provided for staff.		
<b>Culture and Climate</b>	As a staff we work diligently to create a campus culture using strategies from both Conscious Discipline and Safe and Civil Schools where students understand personal differences and support each other on a daily basis.	Over the course of the last two years, campus structures were adjusted to keep staff and students healthy during the pandemic. As we have returned to our pre-pandemic procedures, it has become evident we need to do some work reviewing and standardizing procedures to maintain a positive culture and climate.	The South Knoll staff will utilize the principles of Conscious Discipline and Safe and Civil Schools to evaluate, adjust, reinforce and reteach our campus rules and expectations.
<b>Technology</b>	Teachers have access to multiple mediums for digital assessments, assignments, and collaboration opportunities via Schoology, Nearpod, and Zoom.	With the increased use of several district online resources (Schoology, Zoom, Think Central, HMH, Eureka Math, Nearpod), assessment tools (MAP) and campus online subscriptions, teachers need time to fully integrate these resources into classroom instruction.	Provide time for teachers to receive professional development regarding the integration of technology in their instruction.
<b>Family/Community Involvement</b>	We plan several family involvement activities throughout the school year that are generally well attended by families. Our primary goal for these events is to build a relationship with parents so they feel comfortable in the school environment. As a result, most parents report they feel welcomed at South Knoll.	Many of our parents either do not know how to advocate for their child, or how to support their child academically.	As we design parent involvement events, we will make sure each event provides parents with a way to help their children academically as well as provides an opportunity for a low stress way for parents to interact with teachers and staff.

**Data Used for Campus Comprehensive Needs Assessment**

- STAAR
- Attendance
- Curriculum Documents
- CSISD Portrait of a Learner
- CSISD Portrait of a Leader
- T-TESS
- TELPAS
- CSISD Portrait of an Educator
- Educator Evaluations
- RtI Data
- CSISD Vision
- PEIMS Discipline
- CSISD Strategic Plan
- Accountability Report

<b>Goal: 1</b>	<b>CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.</b>								
<b>Specific Result 1.1</b>	<b>Provide a variety of learning experiences that address distinct learning needs, interests, aspirations, and cultural backgrounds of all learners.</b>								
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b> <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> <b>#1            #2            #3</b>			<b>Supported by State or Federal Funds</b>
Survey/inventory instructional resources to help determine effectiveness and needs.	Teachers, Support Staff, Campus Administrators	Survey tool	June 2022 - Dec. 2022	All	Provide a list of resources and needs for the district.				Title I
Review the CSISD Framework for success with staff	Campus Administration, Engage2Learn materials	Strategic Plan	Aug. 2022	All	Sign-in sheets; Training module				
Using a variety of data sources (end of year surveys, MAP data, etc.) South Knoll identified CREATE as an area for instructional focus from the CSISD Framework for Success and plan for implementation	Teachers, Support Team, Campus Administrators	Campus Instructional Implementation Plan	Aug. 2022- May 2023	All	Campus instructional focuses; walkthrough data; student data; PLC conversations				Title I
Using a variety of data sources South Knoll will continue the year one instructional focus associated with the phase EXPLORE in order to add depth and complexity to instruction	Teachers, Support Team, Campus Administrators	Campus Instructional Implementation Plan	June 2022 - May 2023	All	Campus instructional focuses; walkthrough data; student data; PLC conversations				Title I



Goal: 1	CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.								
Specific Result 1.2	Create a system of personalized professional learning for all educators								
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> #1 #2 #3			Supported by State or Federal Funds
Build understanding of what it means to create personalized learning to grow and develop educators	Campus administration  Instructional coaches	PowerSchool Professional Learning training materials	June 2022-June 2023	All	Use educator feedback and data to identify targeted, specific needs to create develop professional development				
Using the Power School Professional Learning system, include varied learning opportunities such as: -Curated choices at campus level -Learning /doing model -Coaching and Professional Learning Communities	Campus administration	PowerSchool Professional Learning materials	June 2022-June 2023	All	Integration of PowerSchool Professional Learning system into campus PD structures.				
Provide supports for teachers in individual growth toward T-TESS instructional goals	Campus administration  Instructional coach	PowerSchool Professional Learning materials	June 2022-June 2023	All	Personalized learning plans for teachers developed				
<b>√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue</b> <b>Summative Evaluation (to be filled in by June 2023 by administration)</b>									

Goal: 1	CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.								
Specific Result 1.3	Engage in a process for student individual goal setting and progress monitoring								
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> #1 #2 #3			Supported by State or Federal Funds
Build understanding with campus administrators on effectively using data from different assessment types, such as MAP, state, and district assessments	Campus administration  Curriculum and instruction staff  Interventionists and coaches		Aug. 2022 - May 2023		Staff will work together to create vertically aligned Teachers will systematically, regularly conduct student-led conferences with their students				
Develop a common student goal setting/data tracking sheet.	Campus Administration Instructional Coach and Interventionist		Aug-October 2022	All Students	Created data tracking sheet				
Facilitate student led conferences	Campus Administrators Classroom teachers	student data notebooks	Aug. 2022- June 2023	All Students	Sign in sheets form parent conferences				Title I
<b>√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue</b> <b>Summative Evaluation (to be filled in by June 2023 by administration)</b>									

Goal: 2	CSISD will elevate academic outcomes of historically underperforming student groups.								
Specific Result 2.1	Increase student success of underperforming groups by establishing a calibrated, comprehensive Multi-Tiered System of Supports Program.								
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Evidence of Success	Formative Reviews <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> <b>#1                    #2                    #3</b>			Supported by State or Federal Funds
Provide feedback and and participate in the revision process of the CSISD MTSS Handbook	Campus administration and selected interventionist and coaches								
Implement and understand MTSS processes aligned to the CSISD MTSS Handbook	Campus administration  Interventionist/ coaches	MTSS Handbook	August 2022- May 2023	At-risk students	Student data entered in Performance Matters and used in data talks and SIT meetings.				
Provide campus-based training on using student data in Performance Matters to differentiate instruction using tools and strategies provided by the district.	Campus administration  Interventionist/ coaches	Training Materials	August 2022- May 2023	At-Risk Students	Student data entered in Performance Matters and used in data talks and SIT meetings.				
Provide intervention support for all learners within the MTSS framework as possible.	Campus Support Team Campus Administration Teachers Tutors		Sept 2021- May 2022	All	Solid intervention groups with targeted goals and consistent progress monitoring data				Title I

<b>Goal: 2</b>	<b>CSISD will elevate academic outcomes of historically underperforming student groups.</b>								
<b>Specific Result 2.2</b>	<b>Increase student achievement by implementing research based best practices in Tier I instruction in all classrooms.</b>								
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b> <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> <b>#1            #2            #3</b>			<b>Supported by State or Federal Funds</b>
South Knoll will focus on the instructional best practice area(s) of differentiation, scaffolding and goal setting in conjunction with the phase of the Framework for Success based on instructional needs for students.	Campus administration	CSISD framework for Success Best Practices Alignment Document  Student data	June 2022 - May 2023	All	Walkthrough data				
Implement professional learning community protocols and practices on campus	Campus Administration  Interventionists and coaches		August 2022-May 2023	All	Master schedule created with PLC time built in  PLC/PD plan  Agendas and notes from PLCs				Title I

<b>Goal: 3</b>	<b>CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.</b>								
<b>Specific Result 3.3</b>	<b>Promote an engaging relationship between the school district and community</b>								
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b> <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> <b>#1                    #2                    #3</b>			<b>Supported by State or Federal Funds</b>
Share campus-based community outreach activities and community service projects with the broader CSISD community	Campus Social Media Coordinator	Campus Social Media Pages	August 2022-June 2023						
Each grade level will provide one community outreach activity during the school year to engage stakeholders off-campus in a more familiar setting.	All	Service opportunities (beyond existing projects)	August 2022 - June 2023	All	Campus artifact and reports of outreach activity and stakeholder attendance	<b>S</b>	<b>S</b>		Title I
The campus will identify and participate in one community service project	All	Service Learning information	August 2021 - May 2022	All	Campus artifact and reports of community service projects	<b>S</b>	<b>S</b>		Title I
Establishment of a family/community engagement committee	Campus committee members	District strategic plan documents  Campus plan	August 2022-May 2023	All	Committee meeting agendas and minutes  Artifacts from family/community engagement events				Title I

<b>Goal 6:</b>	<b>CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.</b>								
<b>Specific Result: 6.1</b>	<b>Establish and utilize a comprehensive instructional technology plan for teachers and staff.</b>								
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b> <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> <b>#1                    #2                    #3</b>			<b>Supported by State or Federal Funds</b>
Administrators and Digital Learning Coordinator Continue to conduct walkthroughs with r to calibrate understanding of where learning experiences align to the Substitution, Augmentation, Modification, and Redefinition (SAMR) Model	Campus Administration  Digital Learning Coordinator	SAMR Model			Completed Walk Throughs				
<b>√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue</b> <b>Summative Evaluation (to be filled in by June 2023 by administration)</b>									

<b>Goal 6:</b>	<b>CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.</b>								
<b>Specific Result: 6.2</b>	<b>Create and implement a comprehensive instructional technology plan for students at all levels.</b>								
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b> <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> <b>#1                    #2                    #3</b>			<b>Supported by State or Federal Funds</b>
Create and implement campus-based plans for implementation of K-12 digital citizenship learning throughout the school year	Campus technology facilitator/computer lab teacher  Campus administration	District technology staff	June 2022-May 2023	All	Walkthrough data  Observations  Lesson plans				Title I
Digital Learning Coach and Digital Learning Coordinator will begin collaborating with campus Professional Learning Communities to plan digital learning experiences for students, purposefully and appropriately.	Campus administration  District technology staff		June 2022-May 2023		PLC agendas and notes, lesson plans, walkthrough data  Classroom observations				
<b>√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue</b> <b>Summative Evaluation (to be filled in by June 2023 by administration)</b>									

<b>Goal 6:</b>	<b>CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.</b>								
<b>Specific Result: 6.3</b>	<b>Provide sufficient instructional technology resources and support.</b>								
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Special Populations</b>	<b>Evidence of Success</b>	<b>Formative Reviews</b> <i>Review 1 - Campus (Oct), DEIC (Nov)</i> <i>Review 2 - Campus (Feb), DEIC (March)</i> <i>Review 3 - Campus (May), DEIC (June)</i> <b>#1                    #2                    #3</b>			<b>Supported by State or Federal Funds</b>
Provide ongoing teacher support for integration of digital learning resources for grade levels and content areas	Campus Technology Facilitator/ Computer Teacher  District Digital Learning Coach	Digital resources	August 2022-May 2023	All	Lesson plans documenting technology integration				Title I
Continue to increase campus technology devices available to maximize daily use in learning	Support Team Campus Administrators		Fall 2022	All	Decrease device to student ratio. Provide all device accessories as needed for successful classroom use				Title I
<b>√=Accomplished C=Considerable S=Some Progress N=No Progress X=Discontinue</b> <b>Summative Evaluation (to be filled in by June 2023 by administration)</b>									





## **APPENDIX A: STATE AND FEDERAL REQUIREMENTS**

### **Community Based Accountability System**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
College Station ISD will continue to implement a meaningful accountability system that measures what our community believes is important through the Community Based Accountability System.	Local Funds	Chief Administrative Officer	CBAS document and evaluation tools complete and communicated to the public annually.

### **Bullying Prevention**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying (and support student organizations and efforts to address this), harassment, and violence (dating and/or sexual abuse)	Campus Budgets	Director for Student Services, School counselors	Discipline Referrals, Anecdotal Campus Reports
Revise the bullying training module for teachers and students	District Budget	Director for Student Services, School counselors	Revised Modules, Sign-in Sheets from trainings

### **Child Abuse and Sexual Abuse Prevention**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning	Online training through EduHero	Campus Administrators, Director of Human Resources	Training records in EduHero

of the year.			
All CSISD staff will follow child abuse, sexual abuse, and sex trafficking reporting requirements.	Outside presenters, state training modules, Hoonuit	All staff	Counselor documentation

### School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation
<p>The CSISD School Board shall enter into an MOU with the local law enforcement agency for the provision of school resource officers to perform the following duties:</p> <ul style="list-style-type: none"> <li>• Provides a law enforcement presence at various schools throughout the College Station Independent School District</li> <li>• Serves as a resource to school teachers and administrators and assists with maintaining order on the school campus; the SRD does not enforce school rules, but assists with issues related to violations of the law</li> <li>• Maintains appropriate forms necessary such as juvenile referral forms, etc.</li> <li>• Performs all other duties as authorized to "Texas Peace Officer" as</li> </ul>	Space at campuses	Board of Trustees Superintendent	Peace Officers on campuses and call

<p>determined by the Board of Trustees</p> <ul style="list-style-type: none"> <li>Participate in required training according to HB2195 and SB 11.</li> </ul> <p>SROs will not have any administrative duties, nor will they address classroom discipline issues.</p>			
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### Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Student Activities Budget	Director of Student Activities; SHAC Chairperson	Sign in Sheets, Minutes, Agendas
The council will provide the CSISD Board an annual report of their activities for the year	Meeting time; Facility for meetings	Director of Student Activities; SHAC Chairperson	Board Agenda with Presentation
The majority of the council membership will be parents and the co-chair will be a parent.	Parent and community volunteers	Director of Student Activities; SHAC Chairperson	Membership List

### Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation
Develop and/or implement positive proactive intervention strategies that address offenses such as bullying, harassment, and violence (dating and/or sexual abuse)	Campus Budgets	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports
Provide secondary teachers with staff training on relationship abuse awareness, detection and	Counselors, Campus administrators, Campus Budget	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports

prevention.			
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### Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation
All staff members will be trained in Suicide Prevention Training	District Budgets	Director for Human Resources	Training sign in sheets, Training Agendas

### Trauma-Informed Care

Strategies	Resources	Staff Responsible	Evaluation
All staff members will be trained procedures for trauma-informed care	Board Policy FFAC LEGAL and FFAC LOCAL	Director of Student Services; Nurses; Principals	Training sign in sheets, Training Agendas

### Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
College Station ISD will teach drug awareness and prevention	TEKS, Curriculum resources	Director of Student Services, Counselors, Educators	Lesson Plans, Discipline Records
Implement a drug testing program in the district to be approved by the Board of Trustees	Funds for drug testing	Director of Student Services, Campus Administrators, Chief Administrative Officer	Results of testing, Discipline Records

### Federal Programs Compliance

Strategies	Resources	Staff Responsible	Evaluation
The district will evaluate student achievement in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technical	MAP software; Mizuni Software and Eduphoria Aware; STAAR data	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment

Education and students in at risk situations.			
Title I, Part A campuses will implement the supplemental funds to maximize student learning and achievement.	Title I	Director of Special Programs	Budget reports, Annual federal compliance report
All programs which receive federal funding will maintain compliance with Education Department General Administrative Regulations (EDGAR) .	Title I, Title II, Title III, Title IV, Perkins, Early Head Start/Head Start	Director of Purchasing, Director of Business Services, Directors over federal funds	Budget reports, Annual federal compliance report

### Student Achievement

Strategies	Resources	Staff Responsible	Evaluation
All students will have a graduation pathway plan developed in 8th grade, and an annual review with parent notification will occur to ensure that students are progressing towards graduation with their cohort as expected.	Campus counselors, printing, substitutes for counselors	Director of Student Services, Campus counselors, Campus administration	Plans in place for 8th graders, meetings scheduled
Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds	Chief Academic Officer, Director for Special Programs, Campus Administration, Campus Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda

**APPENDIX B: SOUTH KNOLL IMPROVEMENT COUNCIL MEMBERS 2021-2022**

Olga Carrillo, Head Start Teacher

Jeannie Carter, Enrichment Specialist

Taylor Coker, Assistant Principal

Chelsea Conn, Math Interventionist

Ashley Dockan, First Grade Teacher

Joni Eberle, ESL Specialist

Greta Gammill, Second Grade Teacher

Angela George, Third Grade Teacher

Angela Guy, Kindergarten Teacher

Amber Herbelin, Art Teacher

Amber Locke, Fourth Grade Teacher

Laura Luna, Third Grade Teacher

Audrey Rangel, Instructional Coach

Laura Richter, Principal

Kathy Smith, Dyslexia Specialist