Southwood Valley Elementary School

Annual Campus Improvement Plan
2023-2024

Board Approval Date: September 2023

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<h1 align="center">Mission Statement</h1>

<p align="center">Success Each Life, Each Day, Each Hour</p>

<h2 align="center">Vision</h2>

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.

<h2 align="center">CSISD Board Beliefs and Commitments</h2>

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 a 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 Strategic Design 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.

Evidence of Impact

As a result of implementing the strategies and action steps in the district improvement plan, we expect to see the following evidence of impact at the end of the 2023-24 school year:

- Improved academic outcomes as demonstrated through NWEA MAP Growth, STAAR/EOC, and locally-created assessments

- Improved college, career, and military readiness outcomes

- Reduction in discipline referrals, ISS placements, and DAEP placements

- Walk through data that indicates student-centered instruction through the implementation of the Framework for Success

- Increase in T-TESS evaluation performance for teachers

Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Specific Result 1.1: Provide a variety of learning experiences that address distinct learning needs, interests, aspirations, and cultural backgrounds of all learners.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
					#1	**#2**	**#3**	
As a campus, we have focused on Engage and Reflect. This year, we will be taking all of the initiatives from Phases 1 & 2 (WIN time, Student Data Binders, PLCs) and connecting them all together with our new phase (Connect). As our campus takes part in Cohort 1, we will be taking our learning to make PLCs a place to reflect on student learning and engage them in work that is meaningful and relevant to them, based on their data. They will have ownership through the use of their data binders.	Principal, Assistant Principal, Cohort 1 Team, IC	Time, Campus Funds	June 2023-June 2024	All				
Based on MAP and Panorama data, we will implement the CONNECT phase as our 3rd phase of the CSISD Framework for Success to implement into our professional learning plans to improve instructional practices.	Principal Assistant Principal Instructional Coach Title 1 Campus Specialist	22-23 MAP & Panorama Data, Time, Campus Funds	June 2023-June 2024	All				
We will integrate the Framework for Success into onboarding of new campus staff by taking them through the strategic design process on our campus and introducing the framework during their NTU campus day.	Principal Assistant Principal Instructional Coach NTU Leader	CSISD Framework for Success, August 2023, Campus Funds	June 2023-June 2024	All				
Campus-based professional learning regarding the instructional framework will be designed to address the distinct learning needs, interests, aspirations, and cultural backgrounds of all learners with supports provided by district Curriculum & Instruction staff	Principal Assistant Principal District Curriculum & Instruction staff	Time, Campus Funds	June 2023-June 2024	All				

Implement technology devices and resources such as Education Galaxy, Raz Kids, and Spelling City focused on differentiating and personalized learning experience and that move toward the MR phases of SAMR.	Campus Admin CTF Interventionists Digital Learning Coach	Education Galaxy, RAZ Kids, Spelling City Technology Devices - ipads and laptops SAMR examples and demonstrations	June 2023-June 2024	All				Title I Funds for Education Galaxy, RAZ Kids, Spelling City, devices
Continue "What I Need" Time (WIN) that is built into the master schedule for each grade level. Teachers will utilize the PLC model to plan for individualized learning in WIN time and for small group instruction.	Campus Admin Leadership Team Teachers Interventionists Title I Tutors Instructional Paras Title I Staff	Master Schedule STEM Activities/ Resources	August 2022-May 2023	All Students	Master schedule reflects W.I.N. Time. W.I.N. time extended planning schedule for teachers			Title 1, SCE Funds

Evidence of Implementation:
- Southwood Valley Campus Improvement Plans
- Campus Professional Development Sessions Documented in Professional Learning System
- Walk Through Data represents learning from PLCs, PLC plan document
- PLC time is utilized to create learning plans for W.I.N. time & small group instruction
- Master schedule reflects W.I.N. Time.
- Student Growth represented in student data binders
- Goals from IEPs met
- Map Growth shows growth for all students
- Evidence of learning individualized from learning platform reports
- Teachers assign individual content in digital learning platform
- Documentation from MTSS process

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

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	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
					#1	**#2**	**#3**	
Campus administrators will participate in foundational professional learning for district and campus administration on Professional Learning Communities in partnership with SolutionTree.	Principal, Assistant Principal	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology	June 2023-June 2024	All				**Title II**
Campus-level guiding coalitions will participate in foundational learning and implement Professional Learning Communities on campuses designated as Cohort 1.	Principal, Instructional Coach, Grade Level Representatives	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology	June 2023-June 2024	All				**Title II**
Campus administrators will implement support for teachers in individual growth toward T-TESS instructional goals.	Principal, Assistant Principal, Instructional Coach	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology	June 2023-June 2024	All				**Title II**
Teachers will participate in content area professional learning both in and out of the district, which will include differentiated learning experiences for teachers in their content areas.	Director of Leadership and Professional Learning, Coordinators of ELAR, Math, Science, & Social Studies, Title I Instructional Coaches	Time, Campus Funds, PD Opportunities both on and off campus	June 2023-June 2024	All				**Title I** **Title II**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Formative Reviews			Supported by State or Federal Funds
Implement "Expert Hours" with teacher experts who will lead professional development in their area of strength that is related to one of our campus goals.	Campus Admin Teacher Leaders	PLC Meetings/ Staff Development Meetings	June 2023- June 2024	All				
The campus administration will seek out and participate in professional development opportunities in order to increase their capacity as leaders and to provide the best leadership for the campus.	Campus Admin	Title Funds, Campus Funds	June 2023- June 2024	All				

Evidence of Implementation:
- Campus Professional Development Sessions Documented in Professional Learning System
- Walk Through Data
- Exemplars that represent:
    - Curated choices at campus level
    - -Learning /doing model
    - -Instructional Coaching and Professional Learning Communities
- PLC document
- Collecting data through surveys throughout the year about teacher needs and reflection on T-Tess Goals
- PLC time documented in Master Schedule
- Teacher goal setting data and reflection
- 1-on-1 coaching sessions from instructional coaches, mentors, specialists
- Mentor/Mentee data for new teachers

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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	Formative Reviews _Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)_			Supported by State or Federal Funds
					#1	#2		
					#3			
PLC Cohort 1 includes: Develop common structures for individual student goal setting and progress monitoring	Principal, IC, Cohort Guiding Coalition	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology	June 2023- June 2024	All				**Title II**

PLCs will provide teachers with the learning they need to utilize the assessment cycle to set goals with students.	Admin, IC, Teacher Leaders	[Lead4Ward: Student Learning Reports](#)	June 2023-June 2024	All					

Evidence of Implementation:
- Campus Professional Development Sessions Documented in Professional Learning System
- Examples of student goals and progress monitoring
- Examples of data-driven instructional adjustments
- Increase in MAP scores campuswide
- Student Data/Goal Binders (Templates from [Lead4Ward: Student Learning Reports](#))
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Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Specific Result 1.4: Increase student achievement by implementing research based best practices in Tier I instruction in all classrooms

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
					#1	**#2**	**#3**	
Train and implement instructional best practices of standards alignment and assessment	Principal, Assistant Principal, Instructional Coach, Title I Campus Specialist	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology	June 2023-June 2024	All				**Title II**
Implement Collaboration, Communication, Assessment and Formative Feedback instructional best practice(s) in conjunction with the Framework for Success based on instructional needs for students and monitor walk through data for implementation.. As well as continue our previous best practices of Differentiation and Goal Setting.	Principal, Assistant Principal, Instructional Coach, Title I Campus Specialist	Time, Campus & District Funds	June 2023-June 2024	All				

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines					Supported by State or Federal Funds
Implement best practices in Positive Behavior supports in the classroom to increase student engagement and belonging in the classroom.	Campus Admin Behavior Coach	Student Check-Ins Behavior Data Behavior Charts	June 2023-June 2024					**Title I**
Utilize PLC PD days to connect Reading Academies to Tier 1 classroom instruction in grades K-4, which will increase the percentage of students who reach their targeted growth in EOY MAP Reading.	IC, Interventionists, Classroom Teachers	MAP Reports PLC Topics	June 2023-June 2024					

Evidence of Implementation:
- Campus & District Professional Development Sessions Documented in Professional Learning System
- Growth on the Best Practices Rubric
- Google Form for Parent Call Log
- Map Growth for All Students and Fluency, and Circle Assessment
- Eureka Assessments and Mastery checks

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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 academic Multi-Tiered System of Supports (MTSS) Program

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
					#1	#2	#3	
Implement aligned K-8 MTSS practices for reading and math in the CSISD MTSS Handbook	Principal, Assistant Principal, Interventionists	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning,	June 2023-June 2024	All, with emphasis on identified underperforming student groups				

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Formative Reviews #1	#2	#3	Supported by State or Federal Funds
		Schoology, Website						
Continue to train and provide ongoing support for K-12 teachers on how to use student data, such as data sets in Performance Matters, to differentiate instruction	Campus Principals, Executive Directors of Elementary and Secondary Education	Time, Campus & District Funds	June 2023-June 2024	All, with emphasis on identified underperforming student groups				
Identify underperforming students who would benefit from additional reading intervention and hire tutors who will be able to help fill in gaps for those we have identified.	Teachers, Interventionists, Title I Campus Specialist	Title I Timesheets Title I Funding Reading Resources	Sept. 2023-May 2024	All, with emphasis on identified underperforming student groups				**Title I, SCE Funds**

Evidence of Implementation:
- Campus Improvement Plans
- Documentation of MTSS
- Usage of MTSS Handbook Online
- WIN Time and Small Group Instruction Documentation
- Student Data/Goal Binders

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Goal 2: CSISD will elevate academic outcomes of historically underperforming student groups.

Specific Result 2.2: Increase student success of underperforming groups by establishing a calibrated, comprehensive behavioral Multi-Tiered System of Supports (MTSS) Program

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)* #1	#2	#3	Supported by State or Federal Funds
Campus representatives will participate in feedback opportunities to align the K-12 MTSS practices for behavior in Tier 1, 2, and 3 based on stakeholder feedback through the creation of behavioral processes in the CSISD MTSS Online Handbook	Identified Campus Representative, Behavior Coach	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website	June 2023-June 2024	All, with emphasis on identified underperforming student groups				

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations				Supported by State or Federal Funds
Train and provide ongoing support for behavioral intervention in Tier 1 through campus-wide behavior expectations, classroom management, and positive behavior intervention and support (PBIS)	IC, Behavior Coach	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website	June 2023-June 2024	All, with emphasis on identified underperforming student groups				**Title I**
Campus administration will participate in calibrating systems across the district for documenting student behavior infractions and processing discipline referrals	Principal, Assistant Principal, Behavior Coach	Time, Campus & District Funds	June 2023-June 2024	All, with emphasis on identified underperforming student groups				

Evidence of Implementation:
- Campus Improvement Plans
- Intervention Plans in Performance Matters
- Usage of MTSS Handbook Online: Behavioral Section
- Campus Professional Development Sessions Documented in Professional Learning System
- Documentation of Behavior Tracker Log/Referrals

√ =Accomplished   C =Considerable   S =Some Progress   N =No Progress   X =Discontinue

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Goal 3: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.

Specific Result 3.1: Provide training and ongoing support for staff in promoting positive relationships among students, staff and parents

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
					#1	#2	#3	
Train and implement character education curriculum pre-K-12 that promotes positive relationships among students, staff and families. Provide light snacks to incentivise parent participation.	Principal, Assistant Principal, Counselor, Classroom Teachers, Title I Campus Specialist	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Character Strong Curriculum	June 2023-June 2024	All				**Title I**

Create a Vision and Mission Statement for Parent Engagement at Southwood Valley	Principal, AP, Title I Campus Specialist								**Title I**
Create a parent communication log, and resources for parent communication techniques for staff to use when they contact parents.	Principal, AP, Title I Campus Specialist	Time, Campus,, and Federal Funds, PowerSchool Professional Learning, Schoology, Google Form	June 2023-June 2024	All					**Title I**
Hold positive communication challenges for staff to engage parents in more positive contacts.	Principal, AP, Title I Campus Specialist	Time, Campus,, and Federal Funds, PowerSchool Professional Learning, Schoology, Google Form	June 2023-June 2024	All					**Title I**
Utilize parent input to create opportunities for parents to attend parent nights and parent workshops throughout the year. Light snacks will be provided for these events to incentivize parent and family attendance.	Principal, AP, Title I Campus Specialist	Time, Campus,, and Federal Funds, PowerSchool Professional Learning, Schoology, Google Surveys	June 2023-June 2024	All					**Title I**
Utilize our House Team system to promote teamwork and connections with students from other grades and classes.	Principal, Title 1 Campus Specialist, Interventionists	Time, Campus,, and Federal Funds,, Schoology, Google Surveys	June 2023-June 2024	All					**Title I**

Evidence of Implementation:
- Exemplars from classroom usage of the program
- Google Survey Results
- Parent Communication Logs
- House Team Schedule
- Parent Sign-in Sheets from Workshops
- Increase in Parent Involvement on campus and in Panorama Survey
- Decrease in behavior referrals
- CharacterStrong workshop for families

√ =Accomplished C =Considerable S =Some Progress N =No Progress X =Discontinue

Goal 3: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.

Specific Result 3.3: Promote an engaging relationship between the school district and community

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
					#1	**#2**	**#3**	
Hold a Pop in and Play at Brother's Park where community members can come get a popsicle and play together.	Principal, AP, Campus Title I Specialist, teachers	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website	June 2023-June 2024	All				**Title I Funds**
Our school and Student Leadership team will collaborate with Chrissy's Closet to provide a minimum of 100 wrapped gifts for Christmas at Chrissy's Closet	Student Leadership Team, Leadership Team Advisors, Principals, School Community	Time, Campus, District, and Federal Funds, PowerSchool Professional Learning, Schoology, Website	June 2023-June 2024	All				
Share campus-based community outreach activities and community service projects with the broader CSISD community	Principal, AP, Campus Title I Specialist, teachers, Student Leadership Team, Leadership Team Advisors,	Time, Campus & District Funds	June 2023-June 2024	All				
Renewed campus focus on relationship building through a campus emphasis on parent communication.	Principal, Assistant Principal, Title 1 Campus Specialist, Title 1 Behavior Coach	Resources folder with mock parent communication tools	June 2023-June 2024	All				**Title 1 Funds**

Family Events and activities will be planned and implemented as a way to engage parents in a meaningful connection to the school based on input gathered by our Title 1 Campus Specialist. Light snacks will be provided as an incentive for parent and family attendance.	Principal, Assistant Principal, Title 1 Campus Specialist	Feedback from parents	June 2023-June 2024	All					**Title 1 Funds**
Each class will participate in meaningful morning meetings, including material from Character Strong, immediately following the morning announcements each morning, which include guest speakers (such as Watch DOGS and Watch MOMS).	Principal, Assistant Principal, Title 1 Campus Specialist	Feedback from parents	June 2023-June 2024	All					**Title 1 Funds**
Watch D.O.G.S. and Watch M.O.M.S will be invited to come and partner with the school to be positive role models and be featured on morning video announcements.	Campus Admin Watch D.O.G. Liaison, Title 1 Campus Specialist	Watch D.O.G. Training & Schedule	August 2023 - Jan. 2024		Watch D.O.G. Participation & Sign-In				**Title 1 Funds**
Host campus College & Career week with daily activities, inviting community members to showcase different career opportunities for students.	Campus Admin, Title 1 Campus Specialist	Community members		All					**Title 1 Funds**

Evidence of Implementation:

- Google Form for Parent Call Log
- Increase in Panorama survey results from parents and community members
- Increased participation from Watch DOGS and Watch MOMS
- SignUp.com documentation of parent participation for Watch DOGS and Watch MOMS
- Increased teacher participation with Watch DOGS and Watch MOMS
- Attendance data from monthly parent workshops
- Family Involvement Resources posted on SWV Website

√ =Accomplished C =Considerable   S =Some Progress   N =No Progress   X =Discontinue

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Goal 6: CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

Specific Result 6.1: Establish and utilize a comprehensive instructional technology plan for teachers and staff

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Formative Reviews Review 1 - Campus (Oct), DEIC (Nov) Review 2 - Campus (Feb), DEIC (March) Review 3 - Campus (May), DEIC (June)			Supported by State or Federal Funds
					#1	#2	#3	
Instructional coaches, campus technology facilitators, and teacher representatives will participate in aligned professional learning communities to build capacity in their respective positions to integrate technology into instructional best practices.	Digital Learning Coordinator, IC, Principal	Time, District Funds	June 2023-June 2024	All				
Conduct walkthroughs to support and coach for implementation of learning from the instructional technology cohorts.	Campus Principals, Digital Learning Coordinator	Time, District Funds	June 2023-June 2024	All				

Evidence of Implementation:
- Walk Through Data
- District level training from technology specialist
- PLC documentation showing technology training completion

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Goal 6: CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

Specific Result 6.2: Create and implement a comprehensive instructional technology plan for students at all levels

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
					#1	**#2**	**#3**	
Collaborate with the Digital Learning Coach and Digital Learning Coordinator to plan digital learning experiences for students, purposefully and appropriately.	Campus Principals, Digital Learning Coordinator, Executive Directors of Elementary and Secondary Education	Time, District Funds	June 2023-June 2024	All				

Evidence of Implementation:
- Artifacts from professional learning communities
- District level training from technology specialist
- PLC documentation showing technology training completion

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Goal 6: CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

Specific Result 6.3: Provide sufficient instructional technology resources and support

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Special Populations	Formative Reviews *Review 1 - Campus (Oct), DEIC (Nov)* *Review 2 - Campus (Feb), DEIC (March)* *Review 3 - Campus (May), DEIC (June)*			Supported by State or Federal Funds
					#1	#2	#3	
Continue to provide ongoing teacher support for integration of digital learning resources for grade levels and content areas	Digital Learning Coordinator, Campus Technology Facilitators	Time, District Funds	June 2023- June 2024	All				
Build instructional capacity surrounding purposeful usage of existing digital platforms.	Campus Principals, Digital Learning Coordinator							
Continue to inventory and purchase laptops for 2-4, and ipads for K-1 in order to move our students closer to 1 to1.	Librarian, Campus Principals, Secretary	Federal Funds	June 2023- June 2024	All				**Title I**

Evidence of Implementation:
- Professional Learning sessions
- Inventory increases
- PLC documentation, training teachers on online platform usage
- Data from digital learning platforms

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Appendix A: Executive Comprehensive Needs Assessment Summary

Through partnership with engage2learn, College Station ISD engaged our community, staff and students in a strategic planning process during spring 2021 to set our course for the future. Through the strategic design process, the initial phases our campus focused on were Engage and Reflect. In 2021 our campus focused on engaging students on their level with the introduction of W.I.N. (What I Need) time, while also focusing on classroom engagement strategies through the use of the book Teach Like a Champion. In 2022, we added the additional phase of Reflect because we saw the need for students and teachers to reflect on their own learning and have buy-in with their success. Through the use of student goal setting, teachers began the process of goal setting conferences with students. We also added PLC time in our master schedule to provide time for teachers to learn, reflect, and work on student goals once a week. Our current Campus Needs Assessment shows that we have all of the tools in place, however we need to connect them all together. With this in mind, our new phase will be Connect. The meaning of this is two fold, in that we want to connect all of our structures to ensure purposeful and meaningful growth in students, while also connecting parents to the academic and social emotional success of our students. LINK to CNA

Summary of Strengths

Southwood Valley has a diverse population of students, and we have had steady growth. We ended the 2023 school year with 653 students and about 60% of our students are economically disadvantaged. Our school also has the Dual Language program where students are learning English and Spanish in a 50/50 model, as well as the CASL special education specialized program. We are very proud of our diverse students, and give the opportunity to share their cultures in class as well as at our Fiesta Latina program. Our staff is a fantastic group of educators who are all-in for students. They have a growth mindset, and they are ready to take on any challenges that come their way. We have increased our technology devices exponentially in the past 3 years, and will start the year with a 1 to 1 ratio with student devices in grades 2-4. We have implemented PLC schedules, WIN time schedules, and student data goal setting binders in an effort to personalize learning for teachers and students.

Our EOY MAP scores show an increase in math growth from 2022 across grade levels, and an increase in readings grades K-2. When comparing growth from Spring 2022 to Spring 2023 in our subgroups, every single subgroup (Black or AA, Hispanic, White) grew in every grade level except for grade 4 AA.

In the fall of 2022, our school started a Student Leadership Team, made up of 3rd and 4th graders. We had officer elections as well, and had our first ever student officers. In one short year, we were able to accomplish 6 school and community service projects. The project we are most proud of is our Chrissy's Closet Service Project where the students organized, marketed, and collected over 100 gifts and wrapping supplies for Christmas and Chrissy's Closet. The students wrapped, sorted, and delivered the gifts as well. This team's accomplishments earned them the TEPSA Student Leadership award in its first year as an organization.

When analyzing our Panorama Survey Data, School Climate, School Fit, Family Engagement all have a favorable response increase in percentage from Spring 2022 on the Family Survey 80%/72%/24% - 85%/76%/28%. How much you matter, and belonging is up from 72%/73% - each to 81% for teachers and staff

Finally, thanks to the 2021 bond election, half our school has undergone extensive renovations. By the end of the summer of 2023, our renovations will be completed. We will have added 4 student restrooms in kindergarten classrooms, as well as 4 additional staff restrooms. Our school is light and bright, and matches the Eagle Spirit of our teachers and students!

Summary of Needs

At Southwood Valley, we have made some great gains in a lot of areas. We continue to have opportunities for growth in the areas of reading, social & emotional, and parent engagement. We have lots of great systems in place, but need to connect them all in orders to see true gains in student improvement.

We currently have a safe place in each classroom, but we would like to build upon our deescalation strategies campus wide in order to improve the number of behavioral referrals.

When following the same group of students from second grade to third and fourth in MAP reading, we aren't seeing consistent growth. For reading foundational skills at MOY 20-22 (36% of 2nd grade had not mastered) and third and fourth MAP MOY was lower in 22-23 than 21-22.

For our Panorama Survey, only 36% of students responded favorably to the question about behavior of other students hurting their learning. There was also a decline in responses from students in the following areas: Disrespect, Fighting, and worrying about violence.

Family Engagement is the greatest opportunity for us to make growth and a positive impact. Though most of the areas are up, they are all 52% or less in all areas including: Involvement in Schools, Helping in Schools, Visiting School. We need a staff member to coordinate and oversee parent and family engagement in order to increase this area over the next school year.

Priorities

The District's priorities for leveraging strengths and addressing the identified needs are captured in the six goals identified:

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.

The Campus's priorities for leveraging strengths and addressing the identified needs are captured in the six goals identified:

1. SWV will use PLC PD days to connect Reading Academies to Tier 1 classroom instruction in grades K-4, which will increase the percentage of students who reach their targeted growth in EOY MAP Reading.
2. During the 2023-2024 school year we will integrate a district wide SEL program, Character Strong, that will be utilized in classrooms daily with common language used throughout the school, as well as equip teachers with proactive strategies for positive behavior supports.
3. During the 2023-2024 school year we will connect our learning using data binders to target learning gaps to show growth of at least one year.

4. During the 2023-2024 school year we utilize our Title I Campus Specialist to create more opportunities for parent engagement, and the Panorama Survey will show at least a 20% increase in these areas.
5. SWV will continue to utilize Title I Funds to increase the device ratio in grades K-2.

Data Used for District Comprehensive Needs Assessment

UPDATE For CAMPUS

Data from the following sources was reviewed in creating the action steps for the Goals and Specific Results of the District Improvement Plan. The Student population is included in parenthesis:
- TAPR Report
- Demographic Data (All)
- STAAR (Grades 3-8)
- NWEA MAP Growth (K-8)
- C.I.R.C.L.E. (Pre-K)
- TELPAS (Emergent Bilingual
- Participation and Demographic Data for Gifted and Talented, Special Education
- Panorama Survey Feedback from Students, Teachers, Staff, and Families
- PEIMS Discipline Data
- District Benchmark Assessments (SS, Sci)
- TEA Accountability Report
- Professional Development Feedback

Feedback from the following sources was used in creating the action steps for the Goals and Specific Results of the District Improvement Plan.
- CSISD Strategic Design Committee
- CSISD District Education Improvement Council
- Chief Officer/Directors/Coordinators as Applicable
- Principal Input

Appendix B: College Station ISD Professional Learning Plan 2023-2024

[Southwood Valley Professional Development Plan](#)

APPENDIX C: STATE AND FEDERAL REQUIREMENTS

Community Based Accountability System

Strategies	Resources	Staff Responsible	Evaluation
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

Strategies	Resources	Staff Responsible	Evaluation
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

Strategies	Resources	Staff Responsible	Evaluation
All district staff members will be trained in recognizing and reporting child abuse, sexual abuse, and sex trafficking at the beginning of the year.	Online training through EduHero Board Policy FFG	Campus Administrators, Director of Human Resources	Training records in EduHero
All CSISD staff will follow child abuse, sexual abuse, and sex trafficking reporting requirements.	Outside presenters, state training modules	All staff	Counselor documentation

School Resource Officer(s) Duties

Strategies	Resources	Staff Responsible	Evaluation
The CSISD School Board shall enter into an ILA with the local law enforcement agency for the provision of school resource officers to perform the following duties: • Provides a law enforcement presence at various	Space at campuses Funding	Board of Trustees Superintendent	Peace Officers on campuses and call

schools throughout the College Station Independent School District ● 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 ● Maintains appropriate forms necessary such as juvenile referral forms, etc. ● Performs all other duties as authorized to "Texas Peace Officer" as determined by the Board of Trustees ● Participate in required training according to HB2195 and SB 11. SROs will not have any administrative duties, nor will they address classroom discipline issues.			

Coordinated Health- SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
The SHAC Council will meet a minimum of 4 times per year.	Athletics Budget	Director of Athletics; 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 Athletics; 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 Athletics; SHAC Chairperson	Membership List

Discipline Management

Strategies	Resources	Staff Responsible	Evaluation
Campus administration will use the Student Code of Conduct to manage discipline practices.	Board Adopted Student Code of Conduct	Director of Student Services, Campus Principals and Assistant Principals	Discipline Referrals, Anecdotal Campus Reports
Campus administration will implement positive behavior intervention and support practices.	Campus Budget Title II for Training	Director of Student Services, Campus Principals and Assistant Principals	Discipline Referrals, Anecdotal Campus Reports

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 prevention.	Counselors, Campus administrators, Campus Budget	Director for Student Services, School counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports

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 and provisions to improve services in the following programs: Title I, Bilingual/ESL, LEP, Gifted and Talented, Special Education, Career and Technical Education and students in at risk situations.	MAP software; Performance Matters data; STAAR data	Curriculum and Instruction Staff, Campus Administration, School Counselors	Data reports; Comprehensive Needs Assessment
Title I, Part A campuses will implement the supplemental funds to maximize student learning and achievement.	Title I Part A Plan	Director of Special Programs	Budget reports, Annual federal compliance report
All programs which receive federal funding will maintain	Title I, Title II, Title III, Title IV, Perkins, Early Head Start/Head	Director of Purchasing, Director of Business Services, Directors	Budget reports, Annual federal compliance report

| compliance with Education Department General Administrative Regulations (EDGAR) . | Start
[Title II Part A Plan](#)
[Title III Part A Plan](#)
[Title IV Part A Plan](#) | over federal funds | |

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, Xello, substitutes for counselors	Director of Student Services, Campus counselors, Campus administration	Plans in place for 8th graders, meetings scheduled
Services, resources, and staff, such as instructional coaches, interventionists, and tutors, will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed Funds	Executive Director of Secondary Education, Director for Special Programs, Campus Administration, Campus Counselors, Campus Testing Coordinators	State Comp Ed Reports, Annual district report to school board, School board agenda

School Counseling Services

Strategies	Resources	Staff Responsible	Evaluation

All campus counselors will implement a comprehensive school counseling program under TEC 33.005	Campus Counselors	Director of Student Services, Campus counselors, Campus administration	Program Implementation
All campus counselors will provide students' parents information about higher education admissions and financial aid opportunities, the need for making informed curriculum choices to be prepared for success beyond high school, and sources of information on higher education admissions and financial aid.	Campus Counselors, Financial Aid & College Admissions Resources	Director of Student Services, Campus counselors, Campus administration	Program Implementation

Career & Technical Education

Strategies	Resources	Staff Responsible	Evaluation
All students in middle and high school will have the opportunity to enroll in career and technical education courses to develop the knowledge, skills, and competencies necessary	Course Catalogs, Staffing , Perkins Grant Funding, P-TECH Grant for CVHS	Director of Career and Technical Education, Campus counselors, Campus administration	Program Enrollment, Industry-based Certifications Earned, Program Completion

for a broad range of career opportunities			

APPENDIX D: CAMPUS IMPROVEMENT TEAM MEMBERS 2023-2023

Leadership Team	
<u>Name</u>	<u>Role</u>
Ali DeLuna	Principal
Dawn Newton	Assistant Principal
Haley Hanson	Counselor
Melanie Young	Math Interventionist
Ashby Rowan	Reading Interventionist
Lyli Cardenas	Spanish Reading Interventionist
Lisa Wentz	ESL Specialist
Elena Freeburger	Kindergarten
Valerie Burns	1st Grade
Amanda Kim	2nd Grade
Estefania Diaz Olvera	3rd Grade
Leah Stroud	4th Grade
Amanda Bowen	SPED
Bridget Freeman	Title I Campus Specialist
Jannet Huntley	Behavior Coach
Dee Mendoza	Early Childhood
Karla Hinojosa Morales	Dual Language
Shelby Wolken	Instructional Coach
Maria Tejeda	Paraprofessional

Parent & Community Representatives	
<u>Name</u>	<u>Role</u>
Julie Myer	Parent
Bree Wright	Parent