

College Station ISD
South Knoll Elementary School
2024-2025 Campus Improvement Plan



Board Approval Date: September 17, 2024
Public Presentation Date: September 17, 2024

Mission Statement

South Knoll Elementary strives for excellence ensuring all ROAR.

Recognize the value of relationships

Own our learning

Achieve academic growth

Respect all

Vision

South Knoll strives to build both academic and character development in order to empower students to become kind, confident, persistent and productive members of society.

Collective Commitments

In order to achieve the shared vision of our school, South Knoll Elementary staff commit to:

Building Relationships

Developing Perseverance and Determination.

Working collaboratively to ensure student growth.

Celebrating effort and growth.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The school's demographic makeup reflects a diverse student body. Hispanic students comprise the largest ethnic group, representing 53.3% of the total enrollment, followed by African American students at 16.4%. Asian, American Indian, and Hawaiian students make up smaller percentages, at 3.3%, 0.7%, and 0.2%, respectively, contributing to the school's cultural diversity. A significant portion, 67%, of students come from economically disadvantaged backgrounds, while 20% have limited English proficiency, indicating a need for language support services. Additionally, 24.5% of students receive special education services, highlighting the school's commitment to accommodating diverse learning needs.

Demographics Strengths

Our greatest demographic strength lies in the fact that the demographic and socioeconomic composition of South Knoll Elementary is comparable to the current composition of the United States population. As a staff we work diligently to create a campus culture using strategies from Conscious Discipline, Safe and Civil Schools, and Behavior Solutions where students understand personal differences and support each other on a daily basis. In doing so, we create students who are resilient and can interact with people from all walks of life.

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.

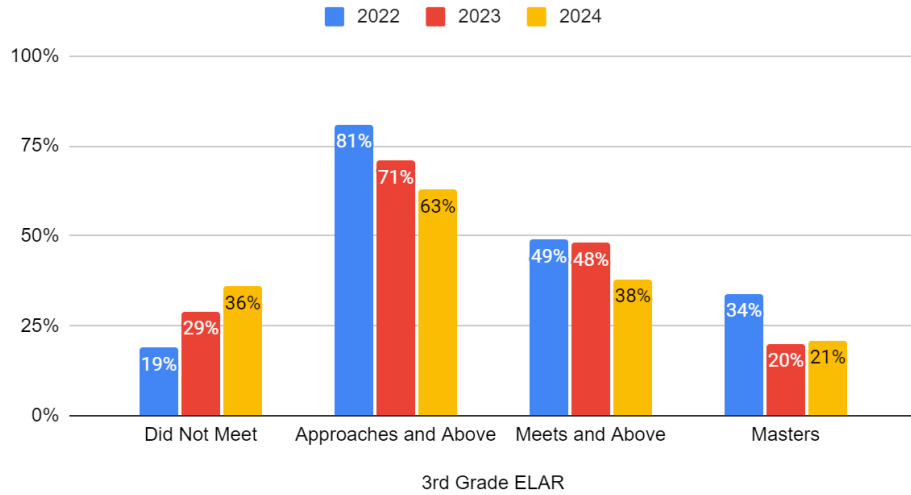
Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Roughly 24% of South Knoll students are served in Special Education and 20% of South Knoll students are limited English proficiency. **Root Cause:** The unique needs of approximately 44% of South Knoll students identify them as requiring specialized instruction.

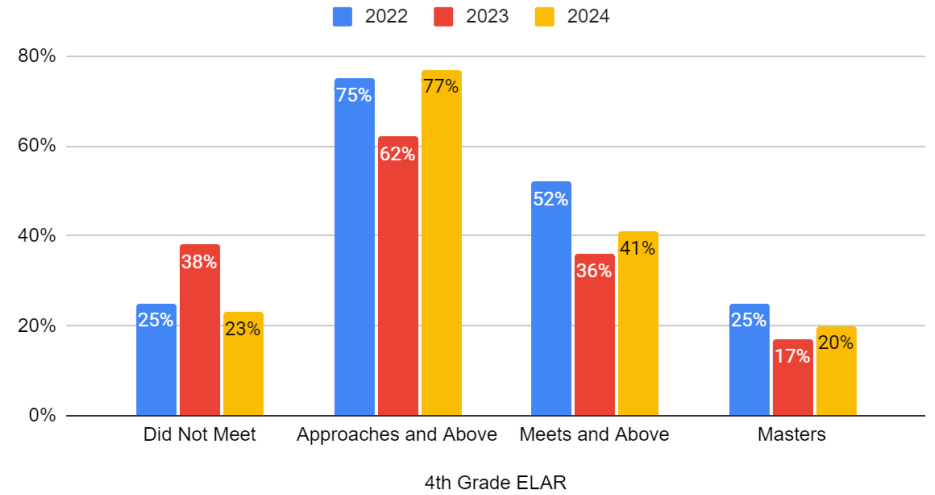
Student Learning

Student Learning Summary

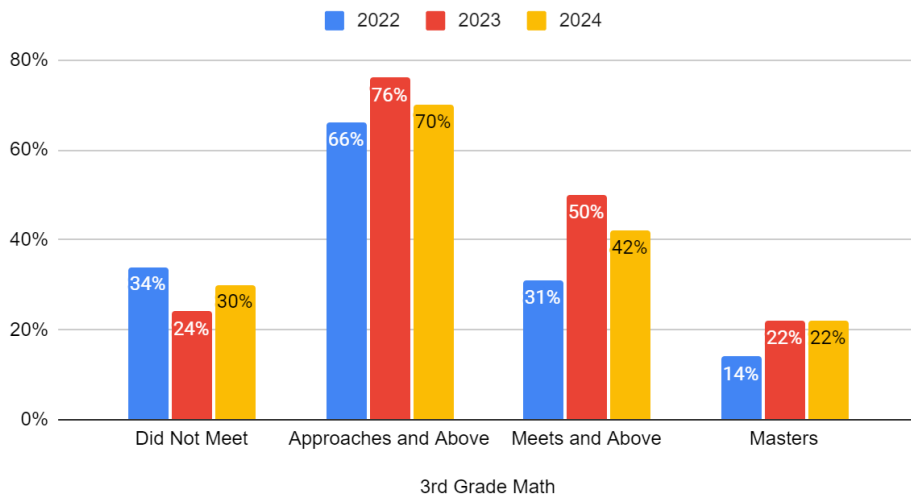
3rd Grade ELAR STAAR Data



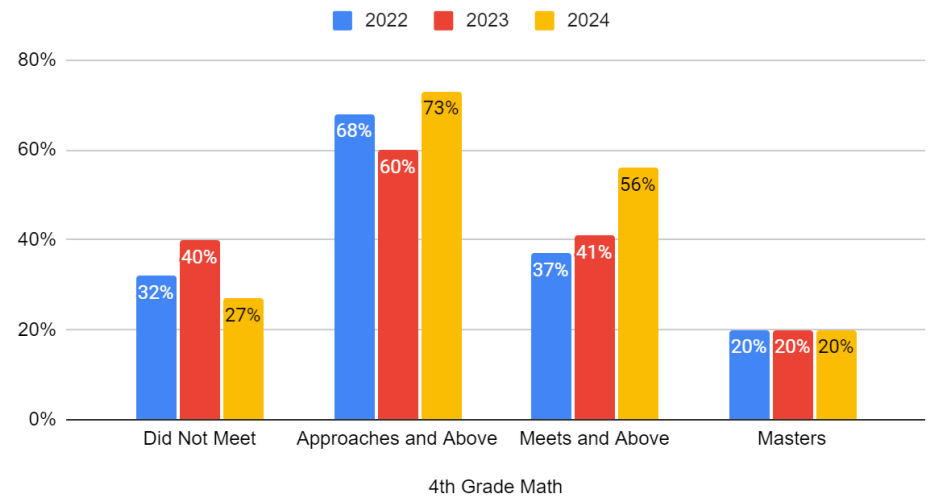
4th Grade ELAR STAAR Data



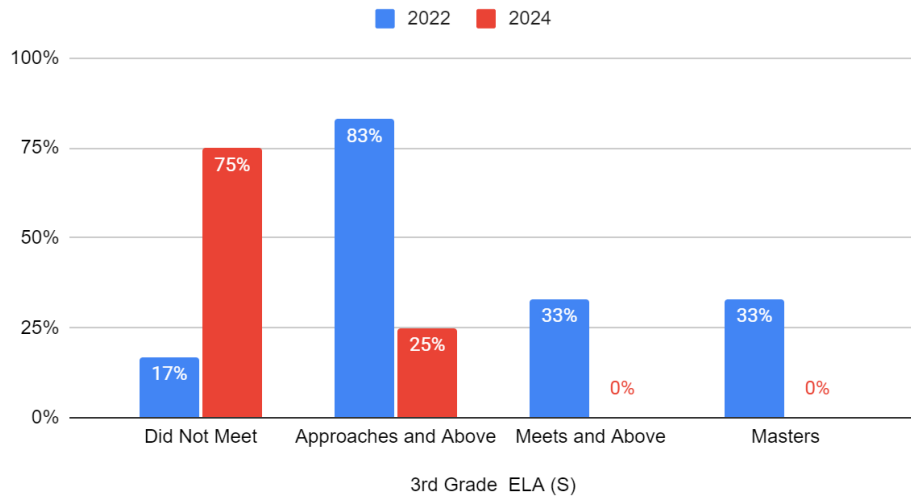
3rd Grade Math STAAR Data



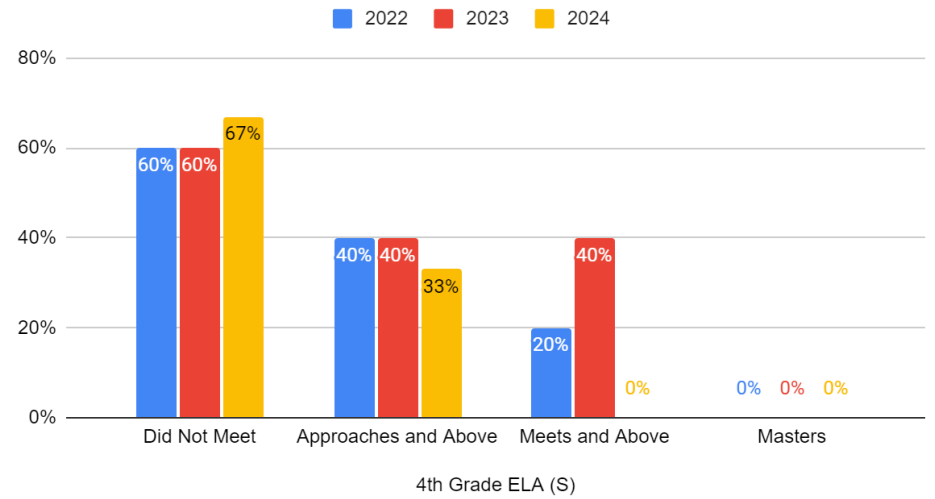
4th Grade Math STAAR Data



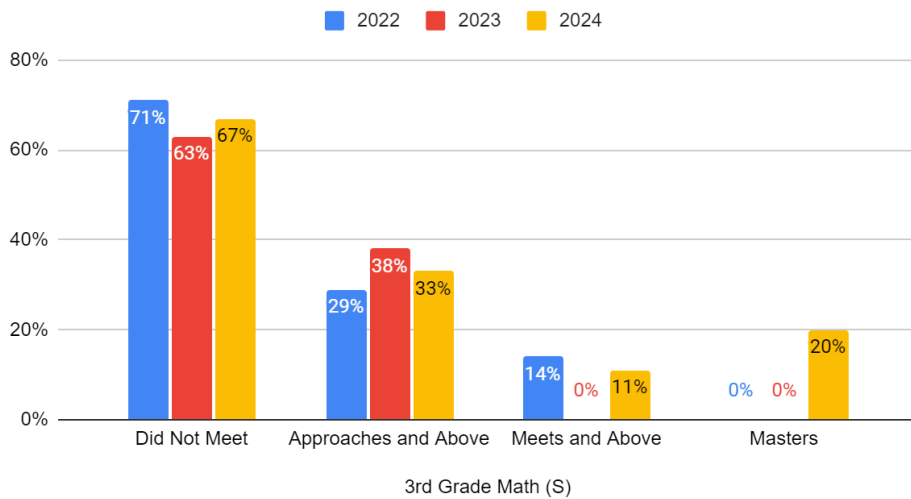
3rd grade SLA



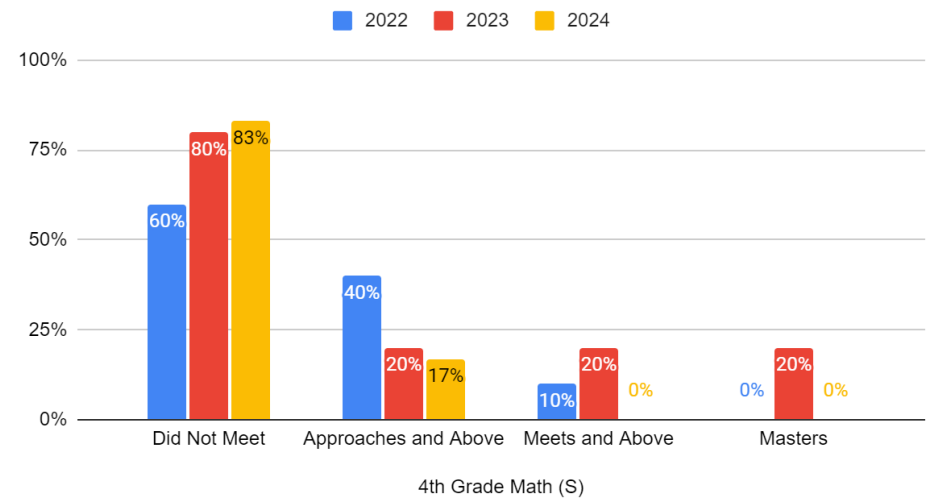
4th Grade SLA



3rd Grade Spanish Math



4th Grade Math Spanish



All Students Math Map			
	Number who met Growth Projection	Number of Growth Events	Percentage of Growth Met
All Students	271	502	54.0%
Eco Dis	147	289	50.9%
EL	9	14	64.3%
GT	31	48	64.6%
504	8	35	22.9%
Dual Language	125	209	59.8%
SPED	52	89	58.4%
Asian	13	18	72.2%
African American	25	58	43.1%
Hispanic	101	221	45.7%
Multi Racial	15	19	78.9%
White	95	141	67.4%

All Student Reading Map			
	Number who met Growth Projection	Number of Growth Events	Percentage of Growth Met
All Students	206	493	41.8%
Eco Dis	115	311	37.0%
EL	11	17	64.7%
GT	29	39	74.4%
504	10	16	62.5%
SPED	32	89	36.0%
Dual Language	95	206	4.9%
Asian	9	14	64.3%
African American	23	64	35.9%
Hispanic	90	217	41.5%
Multi Racial	7	20	35.0%
White	70	153	45.8%

Student Learning Strengths

Strengths in Math

3rd Grade Math

- **Performance Improvement:**

- **Meets and Above:** The percentage of students meeting and exceeding grade-level standards improved from 31% in 2022 to 42% in 2024.
- **Masters:** The percentage of students achieving the Masters level has remained steady at 22% over the past three years, indicating consistent high performance.

4th Grade Math

- **Overall Performance:**

- **Meets and Above:** There is a notable improvement from 41% in 2022 to 56% in 2024, demonstrating significant progress in students meeting or exceeding grade-level standards.
- **Did Not Meet:** The percentage of students who did not meet the standard decreased from 40% in 2023 to 27% in 2024, reflecting improved performance.

Strengths in Reading/Language Arts (ELAR)

3rd Grade ELAR

- **Performance Improvement:**

- **Meets and Above:** The percentage of students meeting or exceeding grade-level standards has decreased slightly from 49% in 2022 to 38% in 2024, but the percentage of students achieving the Masters level has remained relatively stable at 21%.
- **Approaches and Above:** The percentage of students performing at or above the Approaches level was high at 81% in 2022 but decreased to 63% in 2024. While there is a decline, the level is still above the average.

4th Grade ELAR

- **Overall Performance:**

- **Did Not Meet:** The percentage of students who did not meet the standard decreased from 38% in 2023 to 23% in 2024, reflecting significant improvement in performance.
- **Approaches and Above:** The percentage of students performing at or above the Approaches level increased from 62% in 2023 to 77% in 2024, showing substantial progress.

Strengths in Students Testing In Spanish

3rd Grade Math

- **Improvement:**

- **Meets and Above:** Although the percentage of students meeting or exceeding standards was 14% in 2022 and 0% in 2023, it improved to 11% in 2024. The Masters level achievement of 20% in 2024 is particularly notable.

4th Grade Math

- **Achievement:**

- **Masters:** The percentage of students achieving the Masters level increased from 0% in 2022 to 20% in 2023. Although it dropped to 0% in 2024, the increase in 2023 indicates a temporary strength.

Summary of Key Strengths

1. **Improvement in 4th Grade Math:** Significant progress in the percentage of students meeting and exceeding grade-level standards from 41% in 2022 to 56% in 2024.
2. **Consistency in Masters Level Achievement:** Steady performance at the Masters level in 3rd Grade Math (22%) and 4th Grade Math (20% in 2023).
3. **Reduction in Students Who Did Not Meet Standards:** Notable decreases in the percentage of students who did not meet the standards in both 4th Grade Math and 4th Grade ELAR.
4. **Performance in Spanish:** The percentage of students achieving the Masters level in 3rd Grade Math (S) in 2024 shows positive progress.

These strengths highlight areas of progress and consistent high performance across various subjects and grades, demonstrating improvements and areas where student achievement has been stable or enhanced.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While performance is consistent, there is significant need for growth in all areas. **Root Cause:** Students present with varied instructional needs requiring differentiated instruction.

Problem Statement 2 (Prioritized): Roughly 24% of South Knoll students are served in Special Education and 20% of South Knoll students are limited English proficiency. **Root Cause:** The unique needs of approximately 44% of South Knoll students identify them as requiring specialized instruction.

School Processes & Programs

School Processes & Programs Summary

South Knoll began working with creating a PLC culture on our campus in the fall of 2020. We did this work on our own and our leadership team did our best to implement the structures and best practices Solution Tree recommends. Since that time, developing a PLC culture on campus that focuses on student learning has been the primary focus for our staff development. We learned a great deal over the past 4 years and were excited to participate in the Cohort I group for Solution Tree training last year. We are continuing our work with building a PLC culture on our campus and had the good fortune to attend the Solution Tree High Performing Teams Conference in Austin during July of 2024 to increase our knowledge base.

School Processes & Programs Strengths

For the 2024-2025 school year, we have made significant adjustments to the campus master schedule to provide dedicated time for all grade levels to participate in grade level PLC meetings and to provide a common intervention time for all students. By building our campus daily schedules around these priorities, we are better able to focus on using student data to inform instructional planning. Additionally, these structures built in our school day allow teachers time to study and learn about new district initiatives like Summit Science and Edmentum in order to implement them for fidelity in implementation.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Roughly 24% of South Knoll students are served in Special Education and 20% of South Knoll students are limited English proficiency. **Root Cause:** The unique needs of approximately 44% of South Knoll students identify them as requiring specialized instruction.

Perceptions

Perceptions Summary

As evidenced by our campus mission and vision statements South Knoll staff believe it is our primary responsibility to build both academic and character development in order to empower students to become kind, confident, persistent and productive members of society. make sure all students achieve academic growth by developing strong relationships, teaching students to be aware of their learning and progress, and respect everyone. In order to achieve this, we believe it is important for students and staff to recognize the value of relationships, students develop a sense of ownership for their learning, and we all work to respect everyone. South Knoll is fortunate to have little to no staff turnover each year. With such a stable staff, we are able to consistently build on this culture and philosophy.

Perceptions Strengths

- A Smore Newsletter, classroom newsletters, and Facebook are used to communicate with families.
- Several family events are planned each year to build a positive relationship with families.
- South Knoll teacher leaders serve on various district level committees and serve as liaisons between the campus and district.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We have a lack of recent survey data. **Root Cause:** Parent and community surveys were not collected in the past year.

Priority Problem Statements

Problem Statement 1: Roughly 24% of South Knoll students are served in Special Education and 20% of South Knoll students are limited English proficiency.

Root Cause 1: The unique needs of approximately 44% of South Knoll students identify them as requiring specialized instruction.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: While performance is consistent, there is significant need for growth in all areas.

Root Cause 2: Students present with varied instructional needs requiring differentiated instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: We have a lack of recent survey data.

Root Cause 3: Parent and community surveys were not collected in the past year.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals





Revised/Approved: April 16, 2024

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

Performance Objective 1: By October 2024, South Knoll Elementary will implement a common intervention period based on student MAP RIT scores and provide instructional coaching to all teachers. The school aims for a 10% increase in students meeting EOY MAP growth goals by continuing to engage in a process for student goal setting and progress monitoring.

Evaluation Data Sources: MAP data (BOY, MOY, EOY)
 Notes/Plans from Instructional Coaching cycles
 Student Data Notebooks
 Data tracking/lesson plans from common intervention groups

Strategy 1 Details	Reviews			
Strategy 1: Develop common structures for individual student goal setting and progress monitoring Strategy's Expected Result/Impact: Increased student performance Staff Responsible for Monitoring: Campus Admin MTSS Coordinator Teachers Title I: 2.4, 2.6 Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: With teacher guidance and support, students will consistently engage in reflective practices to self-monitor progress, set new learning goals, and inform their next steps as learners.</p> <p>Strategy's Expected Result/Impact: Improved student growth</p> <p>Staff Responsible for Monitoring: Campus Administration MTSS Instructional Coach Instructional Coaches Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Instructional coaches and campus administrators will support teachers/support professionals in individual growth toward TTESS goals. Supports could include coaching from instructional coaches using strategies from Simply Coaching, attending conferences such as TECA, Lead4Ward that support instructional best practice.</p> <p>Strategy's Expected Result/Impact: Improved Tier I instruction Teacher Retention</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Roughly 24% of South Knoll students are served in Special Education and 20% of South Knoll students are limited English proficiency. Root Cause: The unique needs of approximately 44% of South Knoll students identify them as requiring specialized instruction.</p>
Student Learning
<p>Problem Statement 1: While performance is consistent, there is significant need for growth in all areas. Root Cause: Students present with varied instructional needs requiring differentiated instruction.</p>

Student Learning

Problem Statement 2: Roughly 24% of South Knoll students are served in Special Education and 20% of South Knoll students are limited English proficiency. **Root Cause:** The unique needs of approximately 44% of South Knoll students identify them as requiring specialized instruction.

School Processes & Programs

Problem Statement 1: Roughly 24% of South Knoll students are served in Special Education and 20% of South Knoll students are limited English proficiency. **Root Cause:** The unique needs of approximately 44% of South Knoll students identify them as requiring specialized instruction.





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

Performance Objective 1: By June 2025, South Knoll Elementary will boost achievement for African American and Hispanic students by 20% through a Comprehensive MTSS program, research-based Tier I instructional practices, and flexible interventions for both academic and social emotional growth. Complete training and integration by December 2024, with all initiatives fully operational by June 2025.

Evaluation Data Sources: MTSS training
 MTSS documentation
 EOY student data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide staff with current, research-supported instructional resources (math manipulatives, classroom libraries, mentor texts, fine art supplies, access to online learning materials, library books/resources) to facilitate small-group and/or differentiated instruction.</p> <p>Strategy's Expected Result/Impact: Differentiated instruction for students Increased student growth</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches MTSS Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Support teachers with creating and monitoring intervention plans (academic and behavioral) based on individual student needs.</p> <p>Strategy's Expected Result/Impact: Targeted intervention based on identified student needs Student Growth on MAP Growth and progress checks Student participation increased</p> <p>Staff Responsible for Monitoring: MTSS Coach Campus Administrators Instructional Coaches Behavior Support Instructional Assistant</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: MTSS Program Resources - 211 Title I, Part A - \$68,432, Behavior Support Program Resources - 211 Title I, Part A - \$28,236</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Design the South Knoll master schedule to include a 30 minute period for all students to participate in targeted intervention.</p> <p>Strategy's Expected Result/Impact: Increased time for individualized instruction</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: Instructional Paraprofessionals - 211 Title I, Part A - \$112,170</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Use MAP RIT band data to group students for intervention groups and to identify learning targets for each group.</p> <p>Strategy's Expected Result/Impact: Student growth</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches MTSS Coach Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Evaluate progress of students in intervention groups once a month to adjust groups based on students progress and needs.</p> <p>Strategy's Expected Result/Impact: Flexible grouping of students Student growth</p> <p>Staff Responsible for Monitoring: Campus Administration MTSS Instructional Coach Instructional Coaches Classroom Teachers</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
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School Processes & Programs
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Goal 3: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families.

Performance Objective 1: By June 2025, South Knoll Elementary will enhance school culture by teaching and reinforcing school wide expectations, and increasing community engagement by 50% through two family events. Event planning and expectation teaching will be complete by October 2024, with activities scheduled throughout the school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Review and update campus common area expectations</p> <p>Strategy's Expected Result/Impact: Safe and orderly environment that is conducive to learning More time on task in classrooms</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use the strategies in Behavior Solutions to create schoolwide systems.</p> <p>Strategy's Expected Result/Impact: Safe, orderly, positive environment that is conducive to learning. Increased time on task Student academic and behavioral growth</p> <p>Staff Responsible for Monitoring: Campus Administrators MTSS Instructional Coach Counselor</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Use Character Strong (character education curriculum) to promote positive relationships among students, staff and families.</p> <p>Strategy's Expected Result/Impact: Positive campus climate</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Include a progress monitoring or goal setting form related to Character Strong or other behavioral goal in student data/goal notebooks.</p> <p>Strategy's Expected Result/Impact: Students able to track, monitor, and reflect on their growth Improved Student behavior</p> <p>Staff Responsible for Monitoring: MTSS Instructional Coach Campus Administrator</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Host a summer reading program in the South Knoll Library that includes a brief library lesson, activities, check out, and incentives to current South Knoll students and siblings.</p> <p>Strategy's Expected Result/Impact: Positive relationships with families Maintenance of skills during break</p> <p>Staff Responsible for Monitoring: Librarian Campus Administrators</p> <p>Title I: 4.2</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: Materials and staff to run the program - 211 Title I, Part A - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Hold student led conferences using student's data notebooks to show parents their child's social and academic growth.</p> <p>Strategy's Expected Result/Impact: Increased student performance Positive interactions with families</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.5, 4.2</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Provide parents with tools needed to work with children at home including books, supplies, and manipulatives.</p> <p>Strategy's Expected Result/Impact: Student growth Positive relationships with families</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 4.2</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Host a variety of family events to help support literacy/ math at home and to help the parents become more comfortable in the school environment. Families will be provided with materials to support learning at home and light snacks to incentivize participation.</p> <p>Strategy's Expected Result/Impact: Positive interactions with families Student Growth</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Create and share a monthly digital newsletter with parents and families to highlight news and information from the campus and district.</p> <p>Strategy's Expected Result/Impact: Increased parent/family participation</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 4.1</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
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Performance Objective 1 Problem Statements:

Demographics
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Student Learning

Problem Statement 1: While performance is consistent, there is significant need for growth in all areas. **Root Cause:** Students present with varied instructional needs requiring differentiated instruction.

Problem Statement 2: Roughly 24% of South Knoll students are served in Special Education and 20% of South Knoll students are limited English proficiency. **Root Cause:** The unique needs of approximately 44% of South Knoll students identify them as requiring specialized instruction.

School Processes & Programs

Problem Statement 1: Roughly 24% of South Knoll students are served in Special Education and 20% of South Knoll students are limited English proficiency. **Root Cause:** The unique needs of approximately 44% of South Knoll students identify them as requiring specialized instruction.





Perceptions

Problem Statement 1: We have a lack of recent survey data. **Root Cause:** Parent and community surveys were not collected in the past year.

Goal 4: CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process.

Performance Objective 1: By the end of the academic year, 100% of teachers will incorporate at least Edmentum tools into their instructional day, and 90% of students will show improved proficiency in MAP Growth as a result of using Edmentum's personalized learning paths and other technology resources

Evaluation Data Sources: MAP Growth Reports
Edmentum Reports
Lesson Plans/Daily Schedule

Strategy 1 Details	Reviews			
<p>Strategy 1: Build instructional capacity surrounding purposeful usage of existing digital platforms.</p> <p>Strategy's Expected Result/Impact: Increased use of technology in lessons. Increased use of existing digital platforms. Increased performance on MAP growth</p> <p>Staff Responsible for Monitoring: Campus Administrators MTSS Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Support classroom integration of technology by providing students with additional technology related instruction during CAMP rotation.</p> <p>Strategy's Expected Result/Impact: Increased student technology literacy. Increased proficient student use of technology devices in classrooms.</p> <p>Staff Responsible for Monitoring: CAMP Computer Teacher Campus Administrators</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: Certified Teacher- Computer Lab - 211 Title I, Part A - \$71,470</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Roughly 24% of South Knoll students are served in Special Education and 20% of South Knoll students are limited English proficiency. **Root Cause:** The unique needs of approximately 44% of South Knoll students identify them as requiring specialized instruction.

Student Learning

Problem Statement 1: While performance is consistent, there is significant need for growth in all areas. **Root Cause:** Students present with varied instructional needs requiring differentiated instruction.

Problem Statement 2: Roughly 24% of South Knoll students are served in Special Education and 20% of South Knoll students are limited English proficiency. **Root Cause:** The unique needs of approximately 44% of South Knoll students identify them as requiring specialized instruction.

School Processes & Programs

Problem Statement 1: Roughly 24% of South Knoll students are served in Special Education and 20% of South Knoll students are limited English proficiency. **Root Cause:** The unique needs of approximately 44% of South Knoll students identify them as requiring specialized instruction.

Title I

1.1: Comprehensive Needs Assessment

South Knoll Elementary conducted our annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data was utilized from various sources including STAAR, TELPAS, NWEA MAP, student grades on Progress Reports and Report Cards, behavior and discipline data, attendance of students and staff, and parental engagement at targeted events to identify campus strengths and opportunities for growth across demographics, campus programs, and grade levels. Agendas, minutes, and sign-in sheets from Comprehensive Needs Assessment development meetings are maintained in Title I Crate for documentation.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Given the district-defined goals from our Strategic Plan and the opportunities for growth prioritized during our Campus Needs Assessment (CNA) process, South Knoll Elementary developed a key number of performance objectives and specific strategies (action steps) to be highlighted in our CIP for the current year. Our CIP development process incorporates opportunities for input and feedback from parents and other stakeholders such as teachers, campus administration, paraprofessionals, support staff, and community stakeholders. Agendas, minutes, and sign-in sheets from CIP development meetings are maintained in Title I Crate for documentation.

2.2: Regular monitoring and revision

South Knoll Elementary regularly monitors our CIP and will revise strategies as appropriate based on the progress of our performance objectives and strategies. Our core campus team, including administrators, campus academic and MTSS coaches, and support staff are tasked with monitoring the implementation and progress of our CIP. Agendas, minutes, and sign-in sheets from monitoring meetings are maintained in Title I Crate for documentation.

2.3: Available to parents and community in an understandable format and language

South Knoll Elementary ensures our Campus Improvement Plan is publicly available to parents and the community (English and Spanish) on the CSISD and Campus Website and available upon request in printed copy.

2.4: Opportunities for all children to meet State standards

South Knoll Elementary implements reform strategies to address campus needs, including opportunities for all students and student subgroups to exceed academic standards. Staff and administration closely monitor grades and assessments to ensure students are on target to meet State standards. Students who are at risk of missing their targeted benchmarks receive supplemental support and targeted interventions which may include:

- In-Class Small Group Instruction

- Pull-Out Support and Push-In Support from Instructional Assistants, Academic Tutors
- Extended Learning Time through Afterschool Tutorials
- School-Wide Intervention Time from Grade-Level Teachers

2.5: Increased learning time and well-rounded education

South Knoll Elementary utilizes a variety of strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provide students with an enriched and accelerated curriculum.

2.6: Address needs of all students, particularly at-risk

South Knoll Elementary addresses all students' needs, particularly those at risk of not meeting academic standards. We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

- Tier I Instructional Best Practices
- Small Group Instruction in Reading and Math
- Instructional Interventions and Extensions in Reading and Math
- In-Class Support Services
- Instructional Support for Teachers with Campus Instructional Coaches

3.1: Annually evaluate the schoolwide plan

South Knoll Elementary conducted its annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data included academic, social, and emotional reviews by parents and other stakeholders including teachers, campus administration, paraprofessionals, support staff, and community stakeholders. In addition, the campus reviewed our campus Mission and Vision, our use of funds, and available school resources. During our periodic formative reviews of our CIP, the core campus team evaluates our Title I Schoolwide Plan as defined in the Campus Improvement Plan and documents any updates or adjustments that may need to be considered.

4.1: Develop and distribute Parent and Family Engagement Policy

With parents' input, South Knoll Elementary jointly developed/revised our written Family Engagement Policy and School Family Student Compact. We also used our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact. Our Parent and Family Engagement Policy is posted on our campus website in Spanish and English and is reviewed with families at our Annual Title I Meetings. Agendas, minutes, and sign-in sheets from PFE Policy development/review meetings are maintained in Title I Crate for documentation.

4.2: Offer flexible number of parent involvement meetings

South Knoll Elementary offers various family engagement activities, including flexible times and days of the week. In addition, the South Knoll Elementary distributes information regarding family engagement opportunities and required notices in a format and language that families can understand. (English and Spanish).

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adriana Espina	Instructional Assistant	Dual Language	1
Cathleen Schlechte	Instructional Assistant	Reading Intervention	1
Delilah Janac	Instructional Assistant	Behavior Support	1
Kristin Gutierrez	Instructional Coach	MTSS	1
Nancy Briones	Instructional Assistant	Dual Language	1
Rachel Lewis	Teacher	Computer Lab	1
Sandra Ordaz-Gonzalez	Instructional Assistant	Dual Language	1

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	MTSS Program Resources		\$68,432.00
2	1	2	Behavior Support Program Resources		\$28,236.00
2	1	3	Instructional Paraprofessionals		\$112,170.00
3	1	5	Materials and staff to run the program		\$2,000.00
4	1	2	Certified Teacher- Computer Lab		\$71,470.00
Sub-Total					\$282,308.00
Budgeted Fund Source Amount					\$292,740.00
+/- Difference					\$10,432.00
Grand Total Budgeted					\$292,740.00
Grand Total Spent					\$282,308.00
+/- Difference					\$10,432.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services, School Counselors	6/20/2025	Jeff Mann	9/5/2024
Child Abuse and Neglect	Campus Administrators, Director of Human Resources	6/20/2025	Jeff Mann	9/5/2024
Coordinated Health Program	Director of Child Nutrition, Director of Special Programs	6/20/2025	Jeff Mann	9/5/2024
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Teaching and Learning, Chief of Staff & Leadership, Superintendent	6/20/2025	Jeff Mann	9/5/2024
Disciplinary Alternative Education Program (DAEP)	College View High School Principal, Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Dropout Prevention	Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Dyslexia Treatment Program	Executive Director of Special Services	6/20/2025	Jeff Mann	9/5/2024
Title I, Part C Migrant	Director of Special Programs	6/20/2025	Jeff Mann	9/5/2024
Pregnancy Related Services	Director of Special Programs	6/20/2025	Jeff Mann	9/5/2024
Post-Secondary Preparedness	Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Recruiting Teachers and Paraprofessionals	Director of Human Resources	6/20/2025	Jeff Mann	9/5/2024
Student Welfare: Crisis Intervention Programs and Training	Director of Student Services	6/20/2025	Jeff Mann	9/5/2024
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Services, Campus Administration	6/20/2025	Jeff Mann	9/5/2024
Texas Behavior Support Initiative (TBSI)	Executive Director of Special Services	6/20/2025	Jeff Mann	9/5/2024
Technology Integration	Director of Digital Learning	6/20/2025	Jeff Mann	9/5/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of Safety & Risk Management, Superintendent, School Board	6/20/2025	Jeff Mann	9/5/2024