

**College Station ISD**  
**Southwood Valley Elementary School**  
**2024-2025 Campus Improvement Plan**

**Accountability Rating: Not Rated**



# Mission Statement

It is the mission of SWV to recognize the potential of every student and staff member to ensure high levels of teaching and learning. We build relationships with students, staff, and families to provide a safe, positive, student-centered learning environment. Through authentic, culturally relevant, and inclusive experiences; our children will be afforded the opportunity to find their own success academically, emotionally, and socially. We are proud to be Eagles!

## Vision

The vision for SWV is to foster the most desirable place to work, learn, and parent in CSISD through the development of strengths, celebration of successes, and by leading with love and accountability. Our school will be a place where students, staff, and parents will be afforded the opportunity for rich growth and experiences, and all stakeholders will be active contributors to our healthy and united school family.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Our school community comprises 653 students from diverse backgrounds and grades. We have a strong early childhood and pre-kindergarten presence, representing around 12% of our student body. Our primary grades (Kindergarten to Grade 4) make up the majority, with significant representation in Grades 1 and 2. Ethnically, we are a vibrant mix of 42.6% Hispanic, 31.1% White, and 19.0% African American, with smaller percentages of Asian, American Indian, and Pacific Islander students. Our gender distribution is balanced with nearly equal numbers of female and male students. Over 63% of our students are economically disadvantaged, reflecting our commitment to supporting diverse economic backgrounds. Additionally, 26.6% of our students are English learners, demonstrating our inclusive and supportive environment.

Our school community comprises 86.2 staff members, with 66.3% being professional staff, including 50.7 teachers. The teacher demographic is predominantly female (98%) and ethnically diverse, with 39.4% Hispanic, 50.8% White, and 5.9% African American teachers. Our teachers have an average of 10.1 years of experience, with 33.5% having 1-5 years of experience and 25.7% having 11-20 years. We maintain a favorable student-to-teacher ratio of 12.9. Our staff includes a significant number of educational aides (33.7%) and minority staff (49.8%). Our leadership team averages 4 years of experience, and we support various programs, with 31.6% of teachers involved in Bilingual/ESL education and 41.9% in regular education. Teacher salaries align closely with district and state averages, reflecting our commitment to competitive compensation.

### Demographics Strengths

3rd Grade Economically disadvantaged students that met Masters in math went from 4% to 7% from 22-23 to 23-24.

3rd Grade Economically disadvantaged students in 22-23 that met Masters stayed the same in 4th grade.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** In 23-24 overall, 21% of economically disadvantaged students in 3rd, and 4th grades passed the reading and math STAAR tests. **Root Cause:** Students lack exposure to language-rich environment, and experiences, and vocabulary development

**Problem Statement 2 (Prioritized):** In Math STAAR, 46% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 13% lower than the previous year and 24% lower than the district. In 3rd grade, 66% of our students were at approaches or higher, which is 3% lower than the previous year and the state. **Root Cause:** Lack of dedicated time, structure, and resources for analyzing student mastery of essential TEKS and intervention/extension on the TEKS.

**Problem Statement 3 (Prioritized):** In Reading STAAR, 36% of our students were meets or higher on English STAAR in 4th grade. This percentage is 10% lower than the previous year of the same student cohort. **Root Cause:** We have struggled to build the bridge from foundational skills to growing kids in comprehension and to write about their reading & lack of dedicated time, structure, and resources for analyzing student mastery of essential TEKS and intervention/extension on the TEKS.

# Student Learning

## Student Learning Summary

Students in Kinder have grown tremendously on MAP assessments. In reading, the percentage of students who met growth increased from 62% in 2023 to 83% in 2024. In math the percentage of students who met growth increased from 56% in 2023 to 82% in 2024. This grade level has the greatest amount of students grow.

In 1st grade reading, the percentage of students who met growth decreased from 51% in 2023 to 42% in 2024. In math the percentage of students who met growth increased from 63% in 2023 to 72% in 2024.

In 2nd grade reading, the percentage of students who met growth decreased from 48% in 2023 to 44% in 2024. In math the percentage of students who met growth decreased from 50% in 2023 to 49% in 2024.

In 3rd grade reading, the percentage of students who met growth increased from 44% in 2023 to 57% in 2024. In math the percentage of students who met growth decreased from 60% in 2023 to 57% in 2024.

In 4th grade reading, the percentage of students who met growth decreased from 41% in 2023 to 36% in 2024. In math the percentage of students who met growth decreased from 62% in 2023 to 55% in 2024.

## Student Learning Strengths

- Incremental Improvement in Reading: In both 3rd and 4th grades, there's a slight increase in the percentage of students approaching and meeting proficiency levels in Reading. This suggests that efforts in literacy education may be yielding positive results.
- 3rd Grade Math Mastery Improvement: There's a notable increase in the percentage of 3rd-grade students mastering Math. This improvement could indicate effective teaching strategies or targeted interventions in math education for this grade level.
- Students in lower grades in math have the greatest amount of students who met their growth goal.
- In kinder, the amount of students who met their growth goal from the end of the year in both reading and math was above 80%.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** In Math STAAR, 46% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 13% lower than the previous year and 24% lower than the district. In 3rd grade, 66% of our students were at approaches or higher, which is 3% lower than the previous year and the state. **Root Cause:** Lack of dedicated time, structure, and resources for analyzing student mastery of essential TEKS and intervention/extension on the TEKS.

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# School Processes & Programs

## School Processes & Programs Summary

Southwood Valley's history reflects a commitment to growth and adaptation. In 2019-2020, the school established its vision and mission statements and focused on data-driven, small group instruction. Despite the challenges of COVID-19 in 2020-2021, the school prioritized student and staff engagement, developing plans to meet students' needs. The following year involved reflection on their practices, emphasizing student goal setting through data-driven decisions. In 2023-2024, the focus is on connecting key principles with students, families, and the community. Southwood Valley utilizes a guiding coalition to ensure innovative and appropriate growth annually.

Special programs include CASL, Pre-K & Headstart (Spanish & English), and K-4 Dual Language. The school features house teams to connect all students and staff across grade levels, focusing on character traits. Weekly ELT and W.I.N. (What I Need) times are embedded in the master schedule to address specific academic needs. The campus culture promotes growth and experiences for students, staff, and parents, who are all active contributors to the school family. Parent workshops gather feedback to support child development.

## School Processes & Programs Strengths

### Behavior

- In the Fall, our behavior calls for assistance decreased by 100 calls. (Fall 2022: 426 calls Fall 2023: 326 calls)
- Implemented the Character Strong program in morning announcements and classroom morning meetings. Character Strong skills were recognized during our Golden Eagle celebrations.
- Strong system of documentation for behavior calls

### Parent Survey

- Six parent workshops were led this year by our Title One Specialist
- Continuous increase in attendance at parent workshops. Our first parent session (Digital Learning Applications in CSISD) had 8 families attend & our most attended workshop (Helping Your Child with Homework), had 32 parents in attendance.
- 174 families attended our first family dance, our biggest family event for the school year.
- Creation of Parent Focus Group, led by our Title One Specialist, that identified strengths & needs of parental involvement & focus on meeting the needs of our families.
- 80 out of 106 Watch DOG/MOM spots were filled this school year.
- Parent Contact Log: Teachers documented 826 points of parent contact for the year. 68% of these documented connections were identified as a positive connection by teachers.

### Staff Climate/Culture

- 62 of 83 staff members indicated they were happy in their current assignment. 76 staff members are returning in the fall of 2024.
- 35 of 37 classroom teachers indicated that they understood and implemented the school mission and vision in their teaching environment.
- Classroom teachers used the following words to describe their view of the campus climate. supportive -46 occurrences, positive-40 occurrences.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** We had 144 behavior referrals, with a trend of an increase of calls in the spring each year. **Root Cause:** Lack of application of SEL/Character Strong skills in peer to peer interactions.

**Problem Statement 2 (Prioritized):** In Math STAAR, 46% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 13% lower than the previous year and 24% lower than the district. In 3rd grade, 66% of our students were at approaches or higher, which is 3% lower than the previous year and the state. **Root Cause:** Lack of dedicated time, structure, and resources for analyzing student mastery of essential TEKS and intervention/extension on the TEKS.

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# Perceptions

## Perceptions Summary

Staff surveys revealed that 62 of 83 staff members are content with their assignments, and 76 will return in fall 2024. Teachers frequently described the campus climate as supportive and positive. However, there's a need to gather feedback from all staff categories and create more opportunities for staff interactions outside of school.

## Perceptions Strengths

### Parent Survey Areas of Strengths:

- Six parent workshops were led this year by our Title One Specialist
- Continuous increase in attendance at parent workshops. Our first parent session (Digital Learning Applications in CSISD) had 8 families attend & our most attended workshop (Helping Your Child with Homework), had 32 parents in attendance.
- 174 families attended our first family dance, our biggest family event for the school year.
- Creation of Parent Focus Group, led by our Title One Specialist, that identified strengths & needs of parental involvement & focus on meeting the needs of our families.
- 80 out of 106 Watch DOG/MOM spots were filled this school year.
- Parent Contact Log: Teachers documented 826 points of parent contact for the year. 68% of these documented connections were identified as a positive connection by teachers.

### Teacher Survey Areas of Strength

- Survey and receive feedback from the entire campus staff, including professional, paraprofessional, and custodial staff.
- Increase the amount of opportunities for staff to engage with each other outside of the school/campus.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** We continue to have a lack of parent and community involvement that we would like to have and continue to need to increase our parent engagement and involvement. **Root Cause:** We need to improve our systems and processes when engaging parents and the community in our school opportunities for involvement.



# Priority Problem Statements

**Problem Statement 1:** In Math STAAR, 46% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 13% lower than the previous year and 24% lower than the district. In 3rd grade, 66% of our students were at approaches or higher, which is 3% lower than the previous year and the state.

**Root Cause 1:** Lack of dedicated time, structure, and resources for analyzing student mastery of essential TEKS and intervention/extension on the TEKS.

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

**Problem Statement 2:** In Reading STAAR, 36% of our students were meets or higher on English STAAR in 4th grade. This percentage is 10% lower than the previous year of the same student cohort.

**Root Cause 2:** We have struggled to build the bridge from foundational skills to growing kids in comprehension and to write about their reading & lack of dedicated time, structure, and resources for analyzing student mastery of essential TEKS and intervention/extension on the TEKS.

**Problem Statement 2 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 3:** We had 144 behavior referrals, with a trend of an increase of calls in the spring each year.

**Root Cause 3:** Lack of application of SEL/Character Strong skills in peer to peer interactions.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** In 23-24 overall, 21% of economically disadvantaged students in 3rd, and 4th grades passed the reading and math STAAR tests.

**Root Cause 4:** Students lack exposure to language-rich environment, and experiences, and vocabulary development

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** We continue to have a lack of parent and community involvement that we would like to have and continue to need to increase our parent engagement and involvement.

**Root Cause 5:** We need to improve our systems and processes when engaging parents and the community in our school opportunities for involvement.

**Problem Statement 5 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data

## Student Data: Behavior and Other Indicators

- Discipline records
- Student surveys and/or other feedback
- School safety data

## Employee Data

- Staff surveys and/or other feedback

- Professional development needs assessment data
- T-TESS data

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Other additional data

# 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 the end of the 1st 9 Weeks, each classroom teacher and student will have a system for tracking progress toward agreed upon goals.

**High Priority**

**Evaluation Data Sources:** MAP Progress, Essential TEK Mastery, Data Binders for each student

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize data management systems, such as Performance Matters and Student Analytics, CFA data to create data portfolios for teachers and students to use varied sources of data in determining student goals</p> <p><b>Strategy's Expected Result/Impact:</b> Student buy -in to their personalized learning targets, increased mastery of essential TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> ICs, Teachers</p> <p><b>Title I:</b> 2.6</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Materials and Supplies - 211 Title I, Part A - 6300 - \$644</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement common structures for individual student goal setting and progress monitoring using the MAP Growth Goal Explorer in areas assessed by MAP.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will have data tracked in a similar way on each grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, ICs, Teachers</p> <p><b>Title I:</b> 2.6</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Collaborative teams will decide on Common Formative Assessment dates, create CFAs, create proficiency scales, and an agreed upon data entry date for student achievement on CFAs.</p> <p><b>Strategy's Expected Result/Impact:</b> Progress monitor mastery of essential standards.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, ICs, teachers, MTSS Coordinator</p> <p><b>Problem Statements:</b> Demographics 2, 3 - Student Learning 1, 2 - School Processes &amp; Programs 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Campus administrators will participate in professional learning opportunities both in and out of the district to support elevated student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus Professional Development Sessions Documented in Professional Learning System Share learning with guiding coalition.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP</p> <p><b>Problem Statements:</b> Demographics 2, 3 - Student Learning 1, 2 - School Processes &amp; Programs 2, 3</p> <p><b>Funding Sources:</b> PD &amp; Travel - 211 Title I, Part A - 6411 - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus Professional Development Sessions Documented in Professional Learning System Share with teacher teams any learning from PD</p> <p><b>Staff Responsible for Monitoring:</b> Prinicpal, AP, teachers</p> <p><b>Problem Statements:</b> Demographics 2, 3 - Student Learning 1, 2 - School Processes &amp; Programs 2, 3</p> <p><b>Funding Sources:</b> PD &amp; Travel - 211 Title I, Part A - 6411 - \$1,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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 2:** In Math STAAR, 46% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 13% lower than the previous year and 24% lower than the district. In 3rd grade, 66% of our students were at approaches or higher, which is 3% lower than the previous year and the state. **Root Cause:** Lack of dedicated time, structure, and resources for analyzing student mastery of essential TEKS and intervention/extension on the TEKS.

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### Student Learning

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### School Processes & Programs

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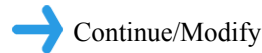
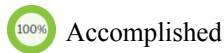
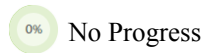
**Goal 2:** CSISD will elevate academic outcomes of historically underperforming student groups.

**Performance Objective 1:** Teachers will engage in the process of progress monitoring CFA data for every student as a PLC at least 4/5 times per 9 weeks in order to increase student performances on Unit Tests and MAP growth.

**High Priority**

**Evaluation Data Sources:** MAP, Test Data, Collaborative Team Agendas

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will meet and plan weekly in collaborative teams. Part of this process will be analyzing student data on essential TEKS in order to see where teachers and students need support and growth/extension &amp; intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Student mastery of essential TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, ICs</p> <p><b>Title I:</b> 2.4, 4.1</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 2, 3 - Student Learning 1, 2 - School Processes &amp; Programs 2, 3</p>	Formative			Summative
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**Goal 2:** CSISD will elevate academic outcomes of historically underperforming student groups.

**Performance Objective 2:** By June 2025, we will increase student achievement in 3rd grade reading from 65% to 75% approaches and above and 3rd grade math from 66% to 76% approaches or above. In 4th grade reading we will increase the number of students from 69% to 79% and in 4th grade math from 46% to 60% approaches or higher by implementing best practices in each grade level through effective team collaboration and analysis of student data.

**Evaluation Data Sources:** STAAR, MAP Projected Proficiency, Practice STAAR.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> As a campus, we will implement the RACE strategy in 3rd and 4th grade, and scaffolded elements of the RACE strategy in K-2.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students who score a 2 or higher on their ECRs from 65% to 75% in 3rd and 4th grade.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, ICs, teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 2 - School Processes &amp; Programs 2, 3</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Identify underperforming students who would benefit from additional reading and math instruction and utilize academic tutors and instructional assistants who will be able to help fill in gaps for those we have identified.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase and track mastery for students being tutored.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 2 - School Processes &amp; Programs 2, 3</p> <p><b>Funding Sources:</b> Tutoring - 211 Title I, Part A - 6128 - \$6,000, Instructional Assistant - 211 Title I, Part A - 6125 - \$32,068, Instructional Assistant - 211 Title I, Part A - 6125 - \$23,151</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement aligned K-8 MTSS practices for reading and math in the CSISD MTSS Handbook  <b>Strategy's Expected Result/Impact:</b> Decrease the amount of students needing tier 2 &amp; 3 instruction.  <b>Staff Responsible for Monitoring:</b> MTSS Coordinator</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 2 - School Processes &amp; Programs 2, 3  <b>Funding Sources:</b> MTSS Program Resources - 211 Title I, Part A - 6119 - \$71,698</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> After each MAP window or STAAR practice, grades 3 and 4 will fill in a target chart in which student levels of achievement are identified and goals are set moving forward in data meetings with Admin.  <b>Strategy's Expected Result/Impact:</b> Strategically ensure students are moving up in achievement levels.  <b>Staff Responsible for Monitoring:</b> Admin, ICs, MTSS Coordinator, teachers</p> <p><b>Title I:</b> 2.4</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 1, 2 - School Processes &amp; Programs 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Utilize strategies from Teach Like a Champion, 7 Steps to a Language-Rich Interactive Classroom in order to increase achievement in Tier 1.  <b>Strategy's Expected Result/Impact:</b> Increase achievement in Tier 1 instruction, and decrease the amount in Tier 2 and 3.  Increase the vocabulary of all students.  <b>Staff Responsible for Monitoring:</b> Principal, AP, ICs, teachers</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> Demographics 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 2 Problem Statements:**

### Demographics

**Problem Statement 1:** In 23-24 overall, 21% of economically disadvantaged students in 3rd, and 4th grades passed the reading and math STAAR tests. **Root Cause:** Students lack exposure to language-rich environment, and experiences, and vocabulary development

**Problem Statement 2:** In Math STAAR, 46% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 13% lower than the previous year and 24% lower than the district. In 3rd grade, 66% of our students were at approaches or higher, which is 3% lower than the previous year and the state. **Root Cause:** Lack of dedicated time, structure, and resources for analyzing student mastery of essential TEKS and intervention/extension on the TEKS.

**Problem Statement 3:** In Reading STAAR, 36% of our students were meets or higher on English STAAR in 4th grade. This percentage is 10% lower than the previous year of the same student cohort. **Root Cause:** We have struggled to build the bridge from foundational skills to growing kids in comprehension and to write about their reading & lack of dedicated time, structure, and resources for analyzing student mastery of essential TEKS and intervention/extension on the TEKS.

### Student Learning

**Problem Statement 1:** In Math STAAR, 46% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 13% lower than the previous year and 24% lower than the district. In 3rd grade, 66% of our students were at approaches or higher, which is 3% lower than the previous year and the state. **Root Cause:** Lack of dedicated time, structure, and resources for analyzing student mastery of essential TEKS and intervention/extension on the TEKS.

**Problem Statement 2:** In Reading STAAR, 36% of our students were meets or higher on English STAAR in 4th grade. This percentage is 10% lower than the previous year of the same student cohort. **Root Cause:** We have struggled to build the bridge from foundational skills to growing kids in comprehension and to write about their reading & lack of dedicated time, structure, and resources for analyzing student mastery of essential TEKS and intervention/extension on the TEKS.

### School Processes & Programs

**Problem Statement 2:** In Math STAAR, 46% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 13% lower than the previous year and 24% lower than the district. In 3rd grade, 66% of our students were at approaches or higher, which is 3% lower than the previous year and the state. **Root Cause:** Lack of dedicated time, structure, and resources for analyzing student mastery of essential TEKS and intervention/extension on the TEKS.

**Problem Statement 3:** In Reading STAAR, 36% of our students were meets or higher on English STAAR in 4th grade. This percentage is 10% lower than the previous year of the same student cohort. **Root Cause:** We have struggled to build the bridge from foundational skills to growing kids in comprehension and to write about their reading & lack of dedicated time, structure, and resources for analyzing student mastery of essential TEKS and intervention/extension on the TEKS.

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

**Performance Objective 1:** During the 2024-2025 school year we utilize our Title I Campus Specialist to organize and create additional opportunities for parent and community engagement to see a 10% monthly increase in the number of attendees for each opportunity from the previous year.

**High Priority**

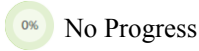
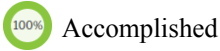
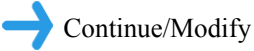

**Evaluation Data Sources:** Parent Sign-In Sheets, Survey Data, Parent University point system data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize parent input to create opportunities for parents to attend parent nights, parent workshops and parent assistance meetings throughout the year. Light snacks will be provided for these events to incentivize parent and family attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> We will see an increased amount of parents at the events we host as evidenced on sign-in sheets.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Title I Campus Specialist</p> <p><b>Title I:</b> 2.5, 4.1, 4.2</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> To purchase General Materials &amp; Supplies to use with/provide to families during PFE activities/events: - 211 Title I, Part A - 6300 - \$1,000, To cover any Miscellaneous Operating Costs incurred during PFE activities/events: - 211 Title I, Part A - 6400 - \$1,900, Title I Specialist - 211 Title I, Part A - 6119 - \$65,739, To pay any extra duty pay for PFE events - 211 Title I, Part A - 6118 - \$100</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create a parent communication log, and resources for parent communication techniques for staff to use when they contact parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in positive relationships with parents and families.</p> <p><b>Staff Responsible for Monitoring:</b> Admin., Title I Specialist</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent engagement participation from Watch DOGS and Watch MOMS            SignUp.com documentation of parent participation for Watch DOGS and Watch MOMS</p> <p><b>Staff Responsible for Monitoring:</b> Admin., Title I Specialist</p> <p><b>Title I:</b>            2.4, 2.6, 4.2</p> <p>- <b>TEA Priorities:</b>            Improve low-performing schools</p> <p>- <b>ESF Levers:</b>            Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 1</p> <p><b>Funding Sources:</b> Watch Dog Materials - 211 Title I, Part A - 6399 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Share campus-based community outreach activities and community service projects with the broader CSISD community</p> <p><b>Strategy's Expected Result/Impact:</b> Increased involvement from students, families, and community members</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Title I Specialist, Student Leadership Advisor</p> <p><b>Title I:</b>            2.5</p> <p>- <b>TEA Priorities:</b>            Improve low-performing schools</p> <p>- <b>ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Parents will have the opportunity to attend open office hours in a small group or one on one setting with our campus Title I Specialist to receive assistance searching and applying for employment opportunities, improving literacy skills, and educational skills to live, work and grow within the community.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent capacity to support student achievement and student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Admin., Title I Specialist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Our Title I Specialist will organize and manage a Parent Focus Group and meet throughout the school year to gain parent insight on school processes and programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve school programs, incorporate new ideas and strengthen parent and community partnerships.</p> <p><b>Staff Responsible for Monitoring:</b> Admin., Title I Specialist</p> <p><b>Title I:</b> 2.5, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> snacks and drinks for meetings - 211 Title I, Part A - 6499 - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Host campus College &amp; Career Day with student activities, inviting community members to showcase different college and career opportunities for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students connect foundational learning skills to career and college, partnerships with community based businesses and Colleges.</p> <p><b>Staff Responsible for Monitoring:</b> Admin., Title I Specialist</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> We had 144 behavior referrals, with a trend of an increase of calls in the spring each year. <b>Root Cause:</b> Lack of application of SEL/Character Strong skills in peer to peer interactions.</p>
Perceptions
<p><b>Problem Statement 1:</b> We continue to have a lack of parent and community involvement that we would like to have and continue to need to increase our parent engagement and involvement. <b>Root Cause:</b> We need to improve our systems and processes when engaging parents and the community in our school opportunities for involvement.</p>

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

**Performance Objective 2:** Decrease the monthly average of 16 conduct referrals by 10% and decrease the monthly average of 80 behavior calls by 15% from August 2024 to May of 2025.

**High Priority**

**Evaluation Data Sources:** Behavior Log, Behavior Referrals in Eschool

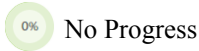
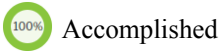
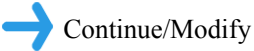
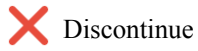
Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to implement character education curriculum pre-K-12 that promotes positive relationships among students, staff and families. Provide light snacks to incentivise parent participation.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in behavior calls and referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Classroom Teachers, Title I Campus Specialist, Title I Behavior Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Character Strong Tier 2 Curriculum - 211 Title I, Part A - 6398 - \$1,999</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize our House Team system to promote positive SEL behaviors, teamwork and connections with students from other grades and classes.</p> <p><b>Strategy's Expected Result/Impact:</b> decrease in behavior referrals, increase in use of self regulation and problem solving skills</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Title 1 Campus Specialist, AP, Behavior Coach, Counselor</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Ron Clarke Academy House Team Subscription - 211 Title I, Part A - 6398 - \$2,400</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Analyze student behavior data and provide tier 3 interventions for students as well as classroom modeling of classroom management to new teachers and teachers with difficult behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> decrease in behavior calls, predicting triggers leading to behaviors which allows proactive intervention in classroom</p> <p><b>Staff Responsible for Monitoring:</b> Behavior Coach, MTSS Specialist, Instructional Coaches and Counselor</p> <p><b>Title I:</b> 2.5</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Behavior Coach - 211 Title I, Part A - 6119 - \$64,919</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Create a behavior expectations matrix aligned with rules and expectations required by students in every part of the school building using a school spirit acronym. Teachers will focus on teaching and reviewing the matrix so that all students know and understand the rules of the building</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn the matrix with the goal of decreasing unwanted behaviors throughout the school day.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teachers, Counselor, Title 1 Behaviors Coach,</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement Eagle Academies to build on the Matrix foundations and SEL by reteaching the campus' goals and expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Student expectations will be evident throughout the building with less redirections and conduct referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers, behavior coach, counselor</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Title 1 Behavior Coach - 211 Title I, Part A - 6119</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Continue Southwood Valley Student Leadership team formation, activities and develop student leaders through leadership team meetings, community service projects, and through the development of student officers at the TEPSA Student Annual Conference. Student Leadership Team will attend TEPSA Conference to promote a positive relationship between school and the community.</p> <p><b>Strategy's Expected Result/Impact:</b> Opportunities for community engagement including community service projects. Students will model positive leadership behaviors.</p> <p><b>Staff Responsible for Monitoring:</b> Title 1 Behavior Coach, Cynthia Montoya, Admin, Counselor</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Title 1 Behavior Coach - 211 Title I, Part A - 6119, TEPSA Student Leadership Travel - 211 Title I, Part A - 6412 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Train and provide ongoing support to staff for behavioral intervention in Tier 1 and 2 through campus-wide behavior expectations, classroom management, and positive behavior intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> decrease in number of monthly behavior referrals, reduce the number of classroom disruptions to enrich the learning environment.</p> <p><b>Staff Responsible for Monitoring:</b> Admin., Title I Behavior Coach, MTSS Coordinator</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Professional Development/ Travel - 211 Title I, Part A - 6411 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June





**Performance Objective 2 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> We had 144 behavior referrals, with a trend of an increase of calls in the spring each year. <b>Root Cause:</b> Lack of application of SEL/Character Strong skills in peer to peer interactions.</p>
Perceptions
<p><b>Problem Statement 1:</b> We continue to have a lack of parent and community involvement that we would like to have and continue to need to increase our parent engagement and involvement. <b>Root Cause:</b> We need to improve our systems and processes when engaging parents and the community in our school opportunities for involvement.</p>

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

**Performance Objective 1:** Teachers in all classrooms will use digital learning platforms to close gaps identified in MAP & CFA data.

**Evaluation Data Sources:** Edmentum and MAP Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will use Edmentum 40 minutes per week, per subject. Teachers can use checklists for learn path completion.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic growth and achievement gaps will close and achievement will increase as students use Edmentum with fidelity.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Build instructional capacity within our teachers surrounding purposeful usage of existing digital platforms.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased ability to utilize campus and district funded resources</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, DLA, Digital Learning Coach</p> <p><b>Funding Sources:</b> Professional Development Travel - 211 Title I, Part A - 6411 - \$2,500</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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>				

# Title I

## **1.1: Comprehensive Needs Assessment**

Please see Title1Crate for the following documentation.

## **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Please see Title1Crate for the following documentation.

## **2.2: Regular monitoring and revision**

Please see Title1Crate for the following documentation.

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

Please see Title1Crate for the following documentation.

## **2.4: Opportunities for all children to meet State standards**

Please see Title1Crate for the following documentation.

## **2.5: Increased learning time and well-rounded education**

Please see Title1Crate for the following documentation.

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

Please see Title1Crate for the following documentation.

## **3.1: Annually evaluate the schoolwide plan**

Please see Title1Crate for the following documentation.

## **4.1: Develop and distribute Parent and Family Engagement Policy**

Please see Title1Crate for the following documentation.

## **4.2: Offer flexible number of parent involvement meetings**

Please see Title1Crate for the following documentation.

## **5.1: Determine which students will be served by following local policy**

Please see Title1Crate for the following documentation.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashby Rowan	MTSS Coordinator	MTSS	1
Bridget Freeman	Title I Specialist	Parent Engagement	1
Charamin Gomez	Instructional Assistant	Classroom Instruction	1
Jannet Huntley	Behavior Coach	SEL	1
Jorge Ariza	Title I Tutor	Classroom Instruction	
Rebecca King	Instructional Assistant	Classroom Instruction	1

# CIP Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Staff Member	Alison DeLuna	Principal
Staff Member	Dawn Newton	Assistant Principal
Staff Member	Bridget Freeman	Title I Specialist
Staff Member	Jessica Faltysek	Instructional Coach
Staff Member	Amanda Kim	Instructional Coach
Staff Member	Lisa Wentz	ESL Specialist
Staff Member	Ashby Rowan	MTSS Coordinator
Staff Member	Lyli Cardenas	Spanish Reading Interventionist
Staff Member	Wanda Mason	EE Teacher
Staff Member	Elena Freeburger	Kinder Teacher
Staff Member	Natosha Perkins	1st Grade Teacher
Staff Member	Natalie Cox	2nd Grade Teacher
Staff Member	Estefania Diaz	3rd Grade Teacher
Staff Member	Leah Stroud	4th Grade Teacher
Staff Member	Valeria Escobedo	Music Teacher
Staff Member	Beth Heibert	SPED Resource

# Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Materials and Supplies	6300	\$644.00
1	1	4	PD & Travel	6411	\$1,000.00
1	1	5	PD & Travel	6411	\$1,500.00
2	2	2	Instructional Assistant	6125	\$32,068.00
2	2	2	Instructional Assistant	6125	\$23,151.00
2	2	2	Tutoring	6128	\$6,000.00
2	2	3	MTSS Program Resources	6119	\$71,698.00
3	1	1	To pay any extra duty pay for PFE events	6118	\$100.00
3	1	1	Title I Specialist	6119	\$65,739.00
3	1	1	To purchase General Materials & Supplies to use with/provide to families during PFE activities/events:	6300	\$1,000.00
3	1	1	To cover any Miscellaneous Operating Costs incurred during PFE activities/ events:	6400	\$1,900.00
3	1	2			\$0.00
3	1	3	Watch Dog Materials	6399	\$500.00
3	1	6	snacks and drinks for meetings	6499	\$200.00
3	2	1	Character Strong Tier 2 Curriculum	6398	\$1,999.00
3	2	2	Ron Clarke Academy House Team Subscription	6398	\$2,400.00
3	2	3	Behavior Coach	6119	\$64,919.00
3	2	5	Title 1 Behavior Coach	6119	\$0.00
3	2	6	Title 1 Behavior Coach	6119	\$0.00
3	2	6	TEPSA Student Leadership Travel	6412	\$1,000.00
3	2	7	Professional Development/ Travel	6411	\$1,000.00
4	1	2	Professional Development Travel	6411	\$2,500.00
<b>Sub-Total</b>					<b>\$279,318.00</b>
<b>Budgeted Fund Source Amount</b>					<b>\$279,318.00</b>
<b>+/- Difference</b>					<b>\$0.00</b>



211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				<b>Grand Total Budgeted</b>	\$279,318.00
				<b>Grand Total Spent</b>	\$279,318.00
				<b>+/- Difference</b>	\$0.00

# 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

# Addendums

## Southwood Valley Professional Development Plan 2024–2025

ELA						
Professional Learning Activity	Participants	CIP/DIP Goal & Specific Results	Staff Responsible & Presenters	Evaluation Tool to Measure Success	Funding Source	Funding Amount
Reading Academies	K-4 Teachers	1.2 New teachers only will participate in RA.	IC, Interventionists, Classroom Teachers	MAP Reports PLC Topics		
Implement Student Goal Setting	K-4 Teachers	1.3 Develop common structures for individual student goal setting and progress monitoring	Principal, IC, Cohort Guiding Coalition	Student Data Binders and MAP Data	Title I	\$644
Solution Tree Breakouts	All staff	1.2 IPresent Solution Tree Mini Sessions with teacher reps who will lead professional development in their area of strength that is related to one of our campus goals.	Campus Admin Solution Tree Attendees	Survey - Each team took a survey to determine where they are in their collaboration - Will repeat MOY, EOY		
Study effective instructional strategies to implement into Mini Lesson/ Small Group/Classroom instruction	K-4	2.2 Increase Student Achievement by implementing research based best practices to improve engagement and vocabulary/language development in all students.	Campus Admin ICs	Walk-through data, feedback		



Math						
Professional Learning Activity	Participants	CIP/DIP Goal and Specific Result	Staff Responsible & Presenters	Evaluation Tool to Measure Success	Funding Source	Funding Amount
Implement Student Goal Setting	K-4 Teachers	1.3 Develop common structures for individual student goal setting and progress monitoring	Principal, IC, Cohort Guiding Coalition	Student Data Binders and MAP Data		
Solution Tree Breakouts	All staff	1.2 IPresent Solution Tree Mini Sessions with teacher reps who will lead professional development in their area of strength that is related to one of our campus goals.	Campus Admin Solution Tree Attendees	Survey - Each team took a survey to determine where they are in their collaboration - Will repeat MOY, EOY		
Study effective instructional strategies to implement into Mini Lesson/ Small Group/Class room instruction	K-4	2.2 Increase Student Achievement by implementing research based best practices to improve engagement and vocabulary/language development in all students.	Campus Admin ICs	Walk-through data, feedback		



Social Emotional Learning						
Professional Learning Activity	Participants	CIP/DIP Goal and Specific Result	Staff Responsible & Presenters	Evaluation Tool to Measure Success	Funding Amount	Funding Amount
Behavior Solutions - Solution Tree	All Teachers	3.3 Create and implement a behavior expectations matrix aligned with rules and expectations required by students in every part of the school building using a school spirit acronym. Teachers will focus on teaching and reviewing the matrix so that all students know and understand the rules of the building	Principal, Assistant Principal, Counselor, Behavior Coach	Behavior Data		
Ask the "Expert"	All staff	1.2 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	Walk-through data, feedback		
Character Strong	All Staff	3.1 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	Walk-Throughs		



## Technology

Professional Learning Activity	Participants	CIP/DIP Goal and Specific Result	Staff Responsible & Presenters	Evaluation Tool to Measure Success	Funding Source	Funding Amount
Teachers in all classrooms will use digital learning platforms to close gaps identified in MAP & CFA data.	K-4 Teachers	6.1 Establish and utilize a comprehensive instructional technology plan for teachers and staff so that academic growth and achievement gaps will close.	Campus Admin CTF Interventionists Digital Learning Coach	Walk-Throughs		

