College Station ISD

South Knoll Elementary School

2025-2026 Campus Improvement Plan

Accountability Rating: C

Distinction Designation
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics

Board Approval Date: September 16, 2025
Public Presentation Date: September 16, 2025

Mission Statement

Caring for all students by ensuring high levels of learning- every day, in every way.

Vision

South Knoll will become and A-rated school that ensures student achievement in all areas.

Value Statement

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

Our campus serves a total of 560 students, with a fairly balanced gender distribution—49% female and 51% male. A majority of our student body identifies as Hispanic/Latino, making up 52% of the population.

In terms of racial diversity, the campus includes 16% Black or African American students, 27% White students, 2% Asian students, and a small percentage of students identifying as Native Hawaiian or Pacific Islander (0.18%) or as belonging to two or more racial groups (3%).

A significant portion of our student population participates in specialized support programs. Currently, 21% of students receive Special Education (SPED) services, while 6% receive dyslexia intervention. The Gifted and Talented program serves 5% of students, and 2% receive accommodations through Section 504. We also have one student enrolled in the Regional Day School Program for the Deaf.

Language support is a key component of our educational offerings. Over a third of our students (38%) are classified as Emergent Bilinguals (EB). Additionally, 44% participate in a Bilingual program, and 3% receive ESL services.

These demographics reflect a richly diverse and multifaceted learning community, highlighting the importance of differentiated instruction across our campus.

Demographics Strengths

South Knoll Elementary has a diverse student population that very much mirrors the population of the United States. In many ways this is one of our greatest strengths as a campus. When students learn and grow alongside peers from different backgrounds, they develop greater understanding and respect for differences—skills that are not only essential for academic success but also critical for thriving in the broader community as they grow older. Our diversity enriches the educational experience for every child.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a noticeable decline in student performance from 3rd grade to 4th grade in both reading and math.

Problem Statement 2 (Prioritized): 21% of South Knoll students are served in Special Education and 38% of South Knoll students are limited English proficiency.
Root Cause: The unique needs of approximately 59% of South Knoll students identify them as requiring specialized instruction.

Student Learning

Student Learning Summary

STAAR																	
		Reading							Math								
	Grade	2023 - 2024			2024 - 2025			Differe	2023 - 2024			2024 - 2025			Differe	<49%	
Campu	Level	Tested	Met	% Met	Tested	Met	% Met		Tested	Met	% Met	Tested	Met	% Met		50%-69%	
(02190 South Knoll EL	3	5	3	60%	2	2	100%	40%	5	3	60%	2	2	100%	40%	70%-79%%	
	4	4	2	50%	4	3	75%	25%	4	2	50%	4	3	75%	25%	80%-89%	
	All	9	5	55%	6	5	83%	28%	9	5	55%	6	5	83%	28%	>90%	

STAAR																	
		Reading							Math								
	Grade	2023 - 2024			2024 - 2025			Differe	2023 - 2024			2024 - 2025			Differe		
Campu	Level	Tested	Met	% Met	Tested	Met	% Met		Tested	Met	% Met	Tested	Met	% Met			
(02190 South Knoll EL	3	5	3	60%	2	1	50%	-10%	5	2	40%	2	2	100%	60%		
	4	4	2	50%	4	3	75%	25%	4	2	50%	4	3	75%	25%		
	All	9	5	55%	6	4	66%	11%	9	4	44%	6	5	83%	39%		

STAAR																	
		Reading							Math								
	Grade	2023 - 2024			2024 - 2025			Differe	2023 - 2024			2024 - 2025			Differe		
Campu	Level	Tested	Met	% Met	Tested	Met	% Met		Tested	Met	% Met	Tested	Met	% Met			
(02190 South Knoll EL	3	5	2	40%	2	1	50%	10%	5	2	40%	2	1	50%	10%		
	4	4	0	0%	4	2	50%	50%	4	2	50%	4	2	50%	0%		
	All	9	2	22%	6	3	50%	28%	9	4	44%	6	3	50%	6%		

STAAR																	
		Reading							Math								
	Grade	2023 - 2024			2024 - 2025			Differe	2023 - 2024			2024 - 2025			Differe	<49%	
Campu	Level	Tested	Met	% Met	Tested	Met	% Met		Tested	Met	% Met	Tested	Met	% Met		50%-69%	

STAAR																
(02190' South Knoll EL	3	29	25	86%	27	27	100%	14%	30	27	90%	27	26	96%	6%	70%-79%%
	4	33	31	93%	30	26	86%	-7%	33	29	87%	30	29	96%	9%	80%-89%
	All	62	56	90%	57	53	92%	2%	63	56	88%	57	55	96%	8%	>90%

STAAR 3-8 Differential Report for 2024 - 2025 May Administration , White , Performance Standard Meets or Above

		Reading							Math							
		2023 - 2024			2024 - 2025			Differe	2023 - 2024			2024 - 2025				
Campu	Grade Level	Tested	Met	% Met	Tested	Met	% Met		Tested	Met	% Met	Tested	Met	% Met		
(02190' South Knoll EL	3	29	16	55%	27	21	77%	22%	30	23	76%	27	21	77%	1%	
	4	33	21	63%	30	20	66%	3%	33	22	66%	30	25	83%	17%	
	All	62	37	59%	57	41	71%	12%	63	45	71%	57	46	80%	9%	

STAAR 3-8 Differential Report for 2024 - 2025 May Administration , White , Performance Standard Masters

		Reading							Math							
		2023 - 2024			2024 - 2025			Differe	2023 - 2024			2024 - 2025				
Campu	Grade Level	Tested	Met	% Met	Tested	Met	% Met		Tested	Met	% Met	Tested	Met	% Met		
(02190' South Knoll EL	3	29	7	24%	27	15	55%	31%	30	13	43%	27	12	44%	1%	
	4	33	10	30%	30	8	26%	-4%	33	16	48%	30	15	50%	2%	
	All	62	17	27%	57	23	40%	13%	63	29	46%	57	27	47%	1%	

STAAR 3-8 Differential Report for 2024 - 2025 May Administration , Hispanic

		Reading							Math							
		2023 - 2024			2024 - 2025			Differe	2023 - 2024			2024 - 2025			Differe	<49%
Campu	Grade Level	Tested	Met	% Met	Tested	Met	% Met		Tested	Met	% Met	Tested	Met	% Met		50%-69%
(02190' South Knoll EL	3	49	26	53%	58	36	62%	9%	49	27	55%	58	35	60%	5%	70%-79%%
	4	56	44	78%	50	25	50%	-28%	56	38	67%	50	25	50%	-17%	80%-89%
	All	105	70	66%	108	61	56%	-10%	105	65	61%	108	60	55%	-6%	>90%

STAAR 3-8 Differential Report for 2024 - 2025 May Administration , Hispanic , Performance Standard Meets or Above

		Reading							Math							
		2023 - 2024			2024 - 2025			Differe	2023 - 2024			2024 - 2025				
Campu	Grade Level	Tested	Met	% Met	Tested	Met	% Met		Tested	Met	% Met	Tested	Met	% Met		

STAAR 3-8 Differential Report for 2024 - 2025 May Administration , Hispanic																	
(021901 South Knoll EL	3	49	13	26%	58	26	44%	18%	49	12	24%	58	23	39%	15%		
	4	56	14	25%	50	13	26%	1%	56	30	53%	50	17	34%	-19%		
	All	105	27	25%	108	39	36%	11%	105	42	40%	108	40	37%	-3%		

STAAR 3-8 Differential Report for 2024 - 2025 May Administration , Hispanic , Performance Standard Masters																	
		Reading							Math								
		2023 - 2024			2024 - 2025			Differer	2023 - 2024			2024 - 2025					
Campu	Grade Level	Tested	Met	% Met	Tested	Met	% Met		Tested	Met	% Met	Tested	Met	% Met			
(021901 South Knoll EL	3	49	4	8%	58	11	18%	10%	49	4	8%	58	12	20%	12%		
	4	56	8	14%	50	4	8%	-6%	56	16	28%	50	8	16%	-12%		
	All	105	12	11%	108	15	13%	2%	105	20	19%	108	20	18%	-1%		

Student Learning Strengths

Strengths:

1. **Grade 3 Reading**:
    - Significant improvement in the percentage of students meeting the standard (+9%).
    - Strong improvement in the percentage meeting or exceeding expectations (+18%) and mastering the content (+10%).
2. **Grade 3 Math**:
    - Positive increase in students meeting expectations (+5%).

- Notable improvement in the percentage mastering math (+12%).

3. **Overall Reading**:
    - Positive trends in the percentage of students meeting or exceeding expectations (+11%) and mastering reading (+2%).
4. **Overall Math**:
    - Improvement in the percentage of students mastering math (+1%).

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a noticeable decline in student performance from 3rd grade to 4th grade in both reading and math.

Problem Statement 2 (Prioritized): 21% of South Knoll students are served in Special Education and 38% of South Knoll students are limited English proficiency.
Root Cause: The unique needs of approximately 59% 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 5 years and were excited to participate in more professional development this year with Solution Tree this year to improve our practice. We are continuing our work with building a PLC culture on our campus and had the good fortune to send 6 more Guiding Coalition team member to the PLC at Work conference in San Antonio during July of 2025 to increase engage more teacher leaders in this meaningful work.

School Processes & Programs Strengths

Last 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 were better able to focus on using student data to inform instructional planning. Physically manipulating the master schedule to accommodate both PLC time and common intervention time was a huge cultural shift. We learned a great deal last year and we will take the lessons we learned to refine our practice to in both our collaborative meetings and intervention time to ensure that all students master identified essential standards.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a noticeable decline in student performance from 3rd grade to 4th grade in both reading and math.

Problem Statement 2 (Prioritized): 21% of South Knoll students are served in Special Education and 38% of South Knoll students are limited English proficiency.
Root Cause: The unique needs of approximately 59% of South Knoll students identify them as requiring specialized instruction.

Perceptions

Perceptions Summary

During our August 2025 staff development, the staff came together to revise our campus mission and vision statements. Our campus mission statement is: **Caring for all students by ensuring high levels of learning- every day, in every way.** Our vision statement is: **South Knoll will become an A-rated school that ensures student achievement in all areas**. These statements were created by the staff at South Knoll reflect their collective beliefs about their purpose and desires for the students and families at South Knoll. As a campus, we pride ourselves on working with families to create an environment where students can thrive and parents feel confident their children are both challenged and loved. Historically, we have very little staff turnover each year. With such a a stable staff, we are able to consistently build on this culture and philosophy.

Perceptions Strengths

We make an effort to communicate with families through different means. (Smore, Facebook, classroom newsletters, traditional flyers). As a campus we plan several family involvement events each year to build positive relationships with families. Teachers on my campus also believe in the importance of mentoring those new to the profession and campus in the art and importance of parent communication.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: South Knoll has a lack of recent surveys.
Root Cause: Parent and community surveys were not collected in the past year.

Priority Problem Statements

Problem Statement 1: There is a noticeable decline in student performance from 3rd grade to 4th grade in both reading and math.

Root Cause 1:

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

Problem Statement 2: 21% of South Knoll students are served in Special Education and 38% of South Knoll students are limited English proficiency.

Root Cause 2: The unique needs of approximately 59% of South Knoll students identify them as requiring specialized instruction.

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

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

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
- 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.

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data
- T-TESS data

Goals

Revised/Approved: April 15, 2025

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

Performance Objective 1: By September of 2025, South Knoll Elementary will implement a common intervention period (Flex time) based on student mastery of essential standards as determined by CFA data. The school aims for a 100% of students to demonstrate mastery of essential standards.

Evaluation Data Sources: Common Formative Assessment Data
Unit Planning Documents
Grade Level/Standard Specific tracking documents.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Grade level teachers will meet weekly specifically to plan instruction focused on answering questions 1 and 2 (What do we want students to learn? and How will we know if they learned it?) of the PLC process. **Strategy's Expected Result/Impact:** Increased student performance **Staff Responsible for Monitoring:** Principal Assistant Principal **Title I:** 2.51, 2.52, 2.53, 2.534 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 **Funding Sources:** Intervention Materials - 211 Title I, Part A - $22,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Grade level teachers will meet weekly in collaborative team meetings (CTM). During CTM time, teachers will utilize information from grade level planning meetings to review student data from common formative assessments to answer questions 3 and 4 of the PLC process (How will we respond when some students do not learn? and How will we extend the learning for students who have demonstrated proficiency) to plan specific interventions based on student needs. **Strategy's Expected Result/Impact:** Increased Student Achievement **Staff Responsible for Monitoring:** MTSS Coach Campus Principal Assistant Principal **Title I:** 2.51, 2.52, 2.53, 2.534 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Grade level teachers will utilize interventions planned during CTM meetings to deliver customized interventions to groups of students based on identified need during grade level Flex time. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** MTSS Coach Principal Assistant Principal **Title I:** 2.51, 2.52, 2.534 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a noticeable decline in student performance from 3rd grade to 4th grade in both reading and math.
Problem Statement 2: 21% of South Knoll students are served in Special Education and 38% of South Knoll students are limited English proficiency. **Root Cause**: The unique needs of approximately 59% of South Knoll students identify them as requiring specialized instruction.

Student Learning
Problem Statement 1: There is a noticeable decline in student performance from 3rd grade to 4th grade in both reading and math.

Student Learning
Problem Statement 2: 21% of South Knoll students are served in Special Education and 38% of South Knoll students are limited English proficiency. **Root Cause**: The unique needs of approximately 59% of South Knoll students identify them as requiring specialized instruction.
School Processes & Programs
Problem Statement 1: There is a noticeable decline in student performance from 3rd grade to 4th grade in both reading and math.
Problem Statement 2: 21% of South Knoll students are served in Special Education and 38% of South Knoll students are limited English proficiency. **Root Cause**: The unique needs of approximately 59% of South Knoll students identify them as requiring specialized instruction.

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

Performance Objective 2: By October 2025, students will engage in reflective practices with teacher guidance, monitor their progress, set learning goals, and identify next steps for improvement. Success will be measured by students' ability to set at least one new learning goal and demonstrate progress in their reflection logs, which will be reviewed by the teacher.

Evaluation Data Sources: Student Goal Setting Notebooks

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Using beginning of the year assessment data, students will create individual data tracking notebooks. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** MTSS Coach Principal Assistant Principal **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 **Funding Sources:** Notebooks, Dividers - 211 Title I, Part A - $1,606				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: As new student data is available (mastery of essential standards, MAP data, student identified goals) students will update data notebooks and set new personal goals. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** MTSS Coach Principal Assistant Principal **Title I:** 2.51, 2.52 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: With classroom teacher support, students will use the goal setting notebooks to share their progress with families during student led parent conferences and an end of the year campus-wide celebration of growth. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** MTSS Coach Principal Assistant Principal **Title I:** 2.52 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a noticeable decline in student performance from 3rd grade to 4th grade in both reading and math.
Problem Statement 2: 21% of South Knoll students are served in Special Education and 38% of South Knoll students are limited English proficiency. **Root Cause**: The unique needs of approximately 59% of South Knoll students identify them as requiring specialized instruction.

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School Processes & Programs
Problem Statement 1: There is a noticeable decline in student performance from 3rd grade to 4th grade in both reading and math.
Problem Statement 2: 21% of South Knoll students are served in Special Education and 38% of South Knoll students are limited English proficiency. **Root Cause**: The unique needs of approximately 59% of South Knoll students identify them as requiring specialized instruction.

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

Performance Objective 3: By the end of the school year, teachers and support professionals will have received personalized coaching from instructional coaches and will be provided opportunities to participate in professional development (e.g., TECA, Lead4Ward, or Solution Tree) aimed at supporting instructional best practices, in alignment with their TTESS goals

Evaluation Data Sources: TTESS goals
Coaching logs
Professional Development Attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: New members of the South Knoll Guiding Coalition will attend a PLC at Work conference to build capacity of the South Knoll Guiding Coalition. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Principal **Title I:** 2.52, 2.53, 2.534 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 **Funding Sources:** Professional Development Travel & Registration - 211 Title I, Part A - $10,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Consult with a Solution Tree trainer to receive personalized coaching to accelerate and improve PLC culture at South Knoll Elementary. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Principal **Title I:** 2.51, 2.52, 2.53, 2.534 **Funding Sources:** Solution Tree Consultant - 211 Title I, Part A - $14,200				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: There is a noticeable decline in student performance from 3rd grade to 4th grade in both reading and math.

Problem Statement 2: 21% of South Knoll students are served in Special Education and 38% of South Knoll students are limited English proficiency. **Root Cause**: The unique needs of approximately 59% of South Knoll students identify them as requiring specialized instruction.

Student Learning

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School Processes & Programs

Problem Statement 1: There is a noticeable decline in student performance from 3rd grade to 4th grade in both reading and math.

Problem Statement 2: 21% of South Knoll students are served in Special Education and 38% of South Knoll students are limited English proficiency. **Root Cause**: The unique needs of approximately 59% of South Knoll students identify them as requiring specialized instruction.

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

Performance Objective 1: By September of 2025, a vertical team of South Knoll dual language teachers will meet to study the academic and language acquisition progress of South Knoll emergent bilingual students. Success will be measured by an increase in the percentage of students demonstrating English proficiency and meeting or exceeding academic benchmarks by the end of the 2025 school year.

Evaluation Data Sources: LAS Links data
TELPAS data
MAP data
STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: A dual language task force will be created to plan and guide the work of the campus dual language vertical team. **Strategy's Expected Result/Impact:** Increased Student Achievement **Staff Responsible for Monitoring:** Principal Assistant Principal **Title I:** 2.51, 2.52 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Dual language vertical team will meet monthly to discuss progress of emergent bilingual students and to create intervention strategies specific to needs of the emergent bilingual students to be implemented during classroom instruction and during Flex time. **Strategy's Expected Result/Impact:** Increased student performance **Staff Responsible for Monitoring:** Principal Assistant Principal				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

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School Processes & Programs

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Problem Statement 2: 21% of South Knoll students are served in Special Education and 38% of South Knoll students are limited English proficiency. **Root Cause**: The unique needs of approximately 59% of South Knoll students identify them as requiring specialized instruction.

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

Performance Objective 2: By September of 2025, students who demonstrate a need for intervention beyond grade level flex time will participate in intervention related to gaps in foundational skills. Success will be measured by students demonstrating mastery in identified knowledge and skill gaps.

Evaluation Data Sources: Progress monitoring data
MAP data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Utilizing the RtI at Work model and student beginning of the year assessment data, students will be identified for Tier III intervention. **Strategy's Expected Result/Impact:** Increased student performance **Staff Responsible for Monitoring:** MTSS coach Principal Assistant Principal **Title I:** 2.51, 2.52 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Identified students will participate in Tier III intervention that is tailored to their unique needs. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** MTSS Coach **Title I:** 2.51, 2.52 **Funding Sources:** Instructional Assistants - 211 Title I, Part A - $114,645, Academic Tutor - 211 Title I, Part A - $8,400, Resources/Materials - 211 Title I, Part A - $2,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a noticeable decline in student performance from 3rd grade to 4th grade in both reading and math.

Demographics
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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 2026, South Knoll Elementary will enhance school culture by teaching and reinforcing school wide expectations utilizing a behavior matrix created using Behavior Solutions training.

Evaluation Data Sources: Updated Behavior Matrix
Behavior Referral Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Review and update campus common area expectations **Strategy's Expected Result/Impact:** Safe and orderly environment that is conducive to learning More time on task in classrooms **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.53, 2.533				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Use the strategies in Behavior Solutions to update schoolwide behavior matrix. **Strategy's Expected Result/Impact:** Safe, orderly, positive environment that is conducive to learning. Increased time on task Student academic and behavioral growth **Staff Responsible for Monitoring:** Campus Administrators MTSS Instructional Coach Counselor				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Use Character Strong (character education curriculum) to promote positive relationships among students, staff and families. **Strategy's Expected Result/Impact:** Positive campus climate **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 2.53, 2.531, 2.533				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Include a progress monitoring or goal setting form related to Character Strong or other behavioral goal in student data/goal notebooks. **Strategy's Expected Result/Impact:** Students able to track, monitor, and reflect on their growth Improved Student behavior **Staff Responsible for Monitoring:** MTSS Instructional Coach Campus Administrator **Title I:** 2.53, 2.531, 2.533				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: By June of 2026, South Knoll will increase community engagement by 50% by hosting family events.

Evaluation Data Sources: Sign In Sheets from events

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: 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. **Strategy's Expected Result/Impact:** Positive relationships with families Maintenance of skills during break **Staff Responsible for Monitoring:** Librarian Campus Administrators **Title I:** 2.51, 2.52 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 **Funding Sources:** Extra Duty Pay - 211 Title I, Part A - $400				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Hold student led conferences using student's data notebooks to show parents their child's social and academic growth. **Strategy's Expected Result/Impact:** Increased student performance Positive interactions with families **Staff Responsible for Monitoring:** Increased student performance Positive interactions with families **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 2 **Funding Sources:** - 211 Title I, Part A - $1,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Provide parents with tools needed to work with children at home including books, supplies, and manipulatives. **Strategy's Expected Result/Impact:** Student growth Positive relationships with families **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 2.51, 2.52 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 **Funding Sources:** Learning Resources for families - 211 Title I, Part A - $1,120				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Survey families to gage interest in types and frequency of family events offered. **Strategy's Expected Result/Impact:** Events to meet specific needs of students **Staff Responsible for Monitoring:** Family Engagement Committee Administrators **Title I:** 2.51, 2.52				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Create and share a monthly digital newsletter with parents and families to highlight news and information from the campus and district. **Strategy's Expected Result/Impact:** Increased parent/family participation **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.51, 2.52				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a noticeable decline in student performance from 3rd grade to 4th grade in both reading and math.
Problem Statement 2: 21% of South Knoll students are served in Special Education and 38% of South Knoll students are limited English proficiency. **Root Cause**: The unique needs of approximately 59% of South Knoll students identify them as requiring specialized instruction.

Student Learning

Problem Statement 1: There is a noticeable decline in student performance from 3rd grade to 4th grade in both reading and math.

Problem Statement 2: 21% of South Knoll students are served in Special Education and 38% of South Knoll students are limited English proficiency. **Root Cause**: The unique needs of approximately 59% of South Knoll students identify them as requiring specialized instruction.

School Processes & Programs

Problem Statement 1: There is a noticeable decline in student performance from 3rd grade to 4th grade in both reading and math.

Problem Statement 2: 21% of South Knoll students are served in Special Education and 38% of South Knoll students are limited English proficiency. **Root Cause**: The unique needs of approximately 59% of South Knoll students identify them as requiring specialized instruction.

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 integrate instructional technology tools into their daily instruction to enhance teaching and boost student engagement. As a result, 90% of students will demonstrate improved proficiency in MAP Growth, benefiting from technology resources designed to support learning and academic growth.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Digital Learning Ambassador will provide training to staff on available tools and resources **Strategy's Expected Result/Impact:** Increased technology integration into daily lesson plans **Staff Responsible for Monitoring:** Campus Administrator				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Incorporate digital learning opportunities (including subscriptions to digital services) when appropriate when creating unit planning documents during grade level planning time. **Strategy's Expected Result/Impact:** Completed unit planning documents **Staff Responsible for Monitoring:** Instructional Coaches Campus Administrator				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Students will participate in weekly computer literacy/digital citizenship instruction as part of the specials rotation. **Strategy's Expected Result/Impact:** Increased student proficiency with digital literacy **Staff Responsible for Monitoring:** Campus Administrator **Title I:** 2.51, 2.52 **Funding Sources:** Title I Instructional Assistant - 211 Title I, Part A - $21,225				

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I Personnel

Name	Position	Program	FTE
Adriana Espina	Instructional Assistant	Dual Language	1
Cathleen Schlechte	Instructional Assistant	Reading Intervention	1
Kenzie Solis	Instructional Assistant	Computer Lab	1
Kristin Gutierrez	MTSS Coach	Instructional Coach	1
Nancy Briones	Instructional Assistant	Dual Languge	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**
1	1	1	Intervention Materials		$22,000.00
1	2	1	Notebooks, Dividers		$1,606.00
1	3	1	Professional Development Travel & Registration		$10,000.00
1	3	2	Solution Tree Consultant		$14,200.00
2	2	2	Resources/Materials		$2,000.00
2	2	2	Academic Tutor		$8,400.00
2	2	2	Instructional Assistants		$114,645.00
3	2	1	Extra Duty Pay		$400.00
3	2	2			$1,000.00
3	2	3	Learning Resources for families		$1,120.00
4	1	3	Title I Instructional Assistant		$21,225.00
				Sub-Total	$196,596.00
				Budgeted Fund Source Amount	$196,596.00
				+/- Difference	$0.00
				Grand Total Budgeted	$196,596.00
				Grand Total Spent	$196,596.00
				+/- Difference	$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	9/12/2025	Jeff Mann	9/12/2025
Child Abuse and Neglect	Campus Administrators, Director of Human Resources	9/12/2025	Jeff Mann	9/12/2025
Coordinated Health Program	Director of Child Nutrition, Director of Special Programs	9/12/2025	Jeff Mann	9/12/2025
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Teaching and Learning, Chief of Staff & Leadership, Superintendent	9/12/2025	Jeff Mann	9/12/2025
Disciplinary Alternative Education Program (DAEP)	College View High School Principal, Director of Student Services	9/12/2025	Jeff Mann	9/12/2025
Dropout Prevention	Director of Student Services	9/12/2025	Jeff Mann	9/12/2025
Dyslexia Treatment Program	Executive Director of Special Services	9/12/2025	Jeff Mann	9/12/2025
Title I, Part C Migrant	Director of Federal and State Programs	9/12/2025	Jeff Mann	9/12/2025
Pregnancy Related Services	Director of Federal and State Programs	9/12/2025	Jeff Mann	9/12/2025
Post-Secondary Preparedness	Director of Student Services	9/12/2025	Jeff Mann	9/12/2025
Recruiting Teachers and Paraprofessionals	Director of Human Resources	9/12/2025	Jeff Mann	9/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Special Services	9/12/2025	Jeff Mann	9/12/2025
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Services, Campus Administration	9/12/2025	Jeff Mann	9/12/2025
Texas Behavior Support Initiative (TBSI)	Executive Director of Special Services	9/12/2025	Jeff Mann	9/12/2025
Technology Integration	Director of Digital Learning	9/12/2025	Jeff Mann	9/12/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of Safety & Risk Management, Superintendent, School Board	9/12/2025	Jeff Mann	9/12/2025