College Station ISD

Southwood Valley 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

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 5 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

Our STAAR Reading data demonstrates a significant upward trend in student performance across various demographics from 2024 to 2025. For instance, third-grade students in RLA increased their pass rate from 65% in 2024 to 73% in 2025, while fourth-grade students saw an even larger increase from 68% to 79%. Spanish RLA scores also show improvement, with third graders rising from 26% to 50%, and fourth graders advancing from 30% to 62%. Notably, students from economically disadvantaged backgrounds and emergent bilingual students showed strong gains, with economically disadvantaged students in grade 3 increasing their pass rate from 54% to 67%, and grade 4 students moving from 62% to 71%. Emergent bilingual students also saw a notable boost, with third graders advancing from 50% to 65%, and fourth graders improving from 65% to 87%. The performance of students with special education needs (SPED) also saw improvement, especially in fourth grade, where the pass rate rose from 21% to 50%, indicating a positive shift in their academic outcomes as well. These increases suggest a commitment to addressing student needs and improving educational equity.

Our STAAR math data reflects notable improvements in math performance for both third and fourth-grade students from 2024 to 2025, particularly across various subgroups. In third grade, the overall pass rate for Math increased from 65% to 73%, while Spanish Math improved from 50% to 60%. Fourth-grade students also showed progress, with Math Online rising from 46% to 63%, and Spanish Math increasing from 13% to 25%. Economically disadvantaged students in third grade saw a jump in performance, from 51% to 60%, while their fourth-grade peers experienced a more substantial rise, from 27% to 48%. Emergent bilingual students in third grade performed well, maintaining a solid pass rate of 65%, although slightly lower than the previous year's 70%. Fourth-grade emergent bilingual students saw a modest increase from 47% to 53%. The performance of special education (SPED) students showed the most striking improvement: in third grade, their pass rate rose from 33% to 43%, and in fourth grade, they experienced a dramatic increase from 8% to

47%. These gains highlight significant progress and a focus on supporting the diverse needs of students to improve academic outcomes across all groups.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our SPED students have the lowest percentage passing rate out of the subgroups in both reading and math.
Root Cause: Lack of exposure to grade level content, CFAs, and mastery of essential TEKS.

Student Learning

Student Learning Summary

MAP scores showed a notable improvement in most grades in math. Overall Achievement went from 59% in 2024 to 62% in 2025. This included improvements in performance in 1st, 2nd, and 3rd grade. In reading, our overall achievement stayed the same at 50%. We saw an increase in 2nd-4th grade, and a decrease in k-1.

Our STAAR scores showed increases in every single area, except for our emergent bilingual population in 3rd grade.

Student Learning Strengths

In reading language arts, third-grade students showed notable improvement on STAAR, with the percentage passing increasing from 60% in 2024 to 73% in 2025. Similarly, fourth-grade students demonstrated growth in RLA Online, rising from 68% to 79%, with a notable increase in students achieving the "Masters" level, from 22% to 27%. Spanish RLA also saw improvements, with third-grade students doubling their pass rate from 26% to 50%, though no students met the "Meets" or "Masters" levels. Fourth-grade students in Spanish RLA showed a similar increase, from 30% to 62%, and 25% reached the "Masters" level.

In math, third-grade students performed well, with the online pass rate rising from 65% to 73%. Performance in Spanish math moved from 50% to 60%. Performance from our 4th grade students was a notable increase and improved from 46% to 63%, with a substantial increase in those reaching the "Masters" level, from 8% to 29%.In Spanish math 13% of students passing in 2024 and a slight increase to 25% in 2025.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In Math STAAR, 63% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 17% higher than the previous year and 12% lower than the district. In 3rd grade, 73% of our students were at approaches or higher, which is 3% lower than the district.
Root Cause: Lack of aligned instruction, structure, and resources for analyzing student mastery of essential TEKS and intervention/extension on the TEKS. Lack of system to take CFA analysis to tier 2.

Problem Statement 2 (Prioritized): In Reading STAAR, 79% of our 4th graders were at approaches or higher, where the district average was 83%. In 3rd grade, 73% of our students were at approaches or higher, where the district average was 80%.
Root Cause: Lack of understanding of the difference between ECR and KAT, and utilize both strategies effectively. Lack of system to take CFA analysis to tier 2.

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 90 behavior referrals, which was 54 less than the previous year but still an average of 9 per month.
Root Cause: Lack of tier 1 and 2 behavior data analysis instruction in the classroom and understanding of flow chart.

Problem Statement 2: Best practices implementation and follow-through with non-negotiable best practice instructional strategies and SEL strategies.
Root Cause: Lack of accountability system and planning implementation of best practice instructional strategies and SEL strategies.

Problem Statement 3 (Prioritized): In Math STAAR, 63% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 17% higher than the previous year and 12% lower than the district. In 3rd grade, 73% of our students were at approaches or higher, which is 3% lower than the district.
Root Cause: Lack of aligned instruction, structure, and resources for analyzing student mastery of essential TEKS and intervention/extension on the TEKS. Lack of system to take CFA analysis to tier 2.

Problem Statement 4 (Prioritized): In Reading STAAR, 79% of our 4th graders were at approaches or higher, where the district average was 83%. In 3rd grade, 73% of our students were at approaches or higher, where the district average was 80%.
Root Cause: Lack of understanding of the difference between ECR and KAT, and utilize both strategies effectively. Lack of system to take CFA analysis to tier 2.

Problem Statement 5 (Prioritized): Our attendance rate has decreased from 95.6% to 95.4% from 23/24 school year to the 24/25 school year.
Root Cause: Lack of a system to identify and target frequently tardy and absent students.

Problem Statement 6 (Prioritized): We had an average of 9 conduct referrals and 46 behavior calls per month in the 2024/2025 school year.
Root Cause: Lack of systems to identify and respond to tier 2 and tier 3 behavior needs both as a school system and by collaborative teacher teams.

Perceptions

Perceptions Summary

Parents expressed a desire for more information regarding their children's use of electronics and physical activity levels. They feel generally welcomed when engaging with the school, whether by phone or in person. However, they believe the school does not promote classroom visits beyond scheduled events. While parents feel that communication about individual classroom rules, parent-teacher conferences, and significant updates is effective, they find that school-wide rules and expectations are not adequately conveyed.

Perceptions Strengths

Parent Survey Areas of Strengths:

- Six parent workshops were led this year by our Title One Specialist
- Parent University was very special for the families who "graduated"
- 174 families attended our first family dance, our biggest family event for the school year.

Parents have shared that our staff is consistently accessible and keeps them informed about program changes and their students' progress. Parents feel welcomed and treated courteously, whether they contact the school in person or by phone. Additionally, they appreciate efforts to support limited English-speaking families in understanding the curriculum and participating in school activities. Overall, parents indicated that their most valuable sources to obtain school information were the school newsletter, principal emails and the teacher directly. Parents expressed the desire for a family literacy program for parents of students and an additional parent workshop to learn more about parent-teacher conferences.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We continue to have a lack of parent and community involvement than we would like to have and continue to need to increase our parent engagement and involvement.
Root Cause: Lack of access to school-wide information from teachers, incentives to attend, a change in will to attend after school events.

Priority Problem Statements

Problem Statement 1: In Math STAAR, 63% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 17% higher than the previous year and 12% lower than the district. In 3rd grade, 73% of our students were at approaches or higher, which is 3% lower than the district.

Root Cause 1: Lack of aligned instruction, structure, and resources for analyzing student mastery of essential TEKS and intervention/extension on the TEKS. Lack of system to take CFA analysis to tier 2.

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

Problem Statement 2: In Reading STAAR, 79% of our 4th graders were at approaches or higher, where the district average was 83%. In 3rd grade, 73% of our students were at approaches or higher, where the district average was 80%.

Root Cause 2: Lack of understanding of the difference between ECR and KAT, and utilize both strategies effectively. Lack of system to take CFA analysis to tier 2.

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

Problem Statement 3: We had 90 behavior referrals, which was 54 less than the previous year but still an average of 9 per month.

Root Cause 3: Lack of tier 1 and 2 behavior data analysis instruction in the classroom and understanding of flow chart.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Our SPED students have the lowest percentage passing rate out of the subgroups in both reading and math.

Root Cause 4: Lack of exposure to grade level content, CFAs, and mastery of essential TEKS.

Problem Statement 4 Areas: Demographics

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

Root Cause 5: Lack of access to school-wide information from teachers, incentives to attend, a change in will to attend after school events.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Our attendance rate has decreased from 95.6% to 95.4% from 23/24 school year to the 24/25 school year.

Root Cause 6: Lack of a system to identify and target frequently tardy and absent students.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: We had an average of 9 conduct referrals and 46 behavior calls per month in the 2024/2025 school year.

Root Cause 7: Lack of systems to identify and respond to tier 2 and tier 3 behavior needs both as a school system and by collaborative teacher teams.

Problem Statement 7 Areas: School Processes & Programs

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 15, 2025

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 (October 11, 2025), 100% of classroom teachers and their students will have collaboratively established at least one academic or behavioral goal and implemented a consistent system (data binders, folders) for tracking individual student progress toward that goal.

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide templates and folders or binders for data tracking for each teacher. **Strategy's Expected Result/Impact:** Student buy -in to their personalized learning targets, increased mastery of essential TEKS. **Staff Responsible for Monitoring:** ICs, Teachers, MTSS **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 3, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement professional development and a system for meeting with each teacher to ensure they are tracking and sharing goals with their students. **Strategy's Expected Result/Impact:** All students will have data tracked in a similar way on each grade level. **Staff Responsible for Monitoring:** Principal, AP, ICs, Teachers, MTSS **Title I:** 2.531, 2.533, 2.534 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 3, 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: 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. **Strategy's Expected Result/Impact:** Progress monitor mastery of essential standards. **Staff Responsible for Monitoring:** Admin, ICs, teachers, MTSS Coordinator **Title I:** 2.534 **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 3, 4				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Campus administrators will participate in professional learning opportunities both in and out of the district to support elevated student outcomes. **Strategy's Expected Result/Impact:** Campus Professional Development Sessions Documented in Professional Learning System Share learning with guiding coalition. **Staff Responsible for Monitoring:** Principal, AP **Title I:** 2.534 **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 3, 4 **Funding Sources:** PD & Travel - 211 Title I, Part A - 6411 - $1,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: 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. **Strategy's Expected Result/Impact:** Campus Professional Development Sessions Documented in Professional Learning System Share with teacher teams any learning from PD **Staff Responsible for Monitoring:** Prinicpal, AP, teachers **Title I:** 2.534 **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 3, 4 **Funding Sources:** PD & Travel - 211 Title I, Part A - 6411 - $1,500				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Create a system for analyzing tier 1 academic and behavior data, and utilizing this data to determine who needs tier 2 instruction. **Strategy's Expected Result/Impact:** Less students needing tier 3 instruction, increased achievement on MAP and STAAR. **Staff Responsible for Monitoring:** Admin, ICs, MTSS **Title I:** 2.533 **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 3, 4				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Utilize both Title I funds and general funds to purchase supplemental materials and supplies to improve tier 1 instruction in math and reading. **Strategy's Expected Result/Impact:** Increase access to materials to support tier 1 instruction, meet tier 1 goals. **Staff Responsible for Monitoring:** Principal, Title I Specialist **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 3, 4 **Funding Sources:** - 211 Title I, Part A				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Our SPED students have the lowest percentage passing rate out of the subgroups in both reading and math. **Root Cause**: Lack of exposure to grade level content, CFAs, and mastery of essential TEKS.

Student Learning

Problem Statement 1: In Math STAAR, 63% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 17% higher than the previous year and 12% lower than the district. In 3rd grade, 73% of our students were at approaches or higher, which is 3% lower than the district. **Root Cause**: Lack of aligned instruction, structure, and resources for analyzing student mastery of essential TEKS and intervention/extension on the TEKS. Lack of system to take CFA analysis to tier 2.

Problem Statement 2: In Reading STAAR, 79% of our 4th graders were at approaches or higher, where the district average was 83%. In 3rd grade, 73% of our students were at approaches or higher, where the district average was 80%. **Root Cause**: Lack of understanding of the difference between ECR and KAT, and utilize both strategies effectively. Lack of system to take CFA analysis to tier 2.

School Processes & Programs

Problem Statement 3: In Math STAAR, 63% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 17% higher than the previous year and 12% lower than the district. In 3rd grade, 73% of our students were at approaches or higher, which is 3% lower than the district. **Root Cause**: Lack of aligned instruction, structure, and resources for analyzing student mastery of essential TEKS and intervention/extension on the TEKS. Lack of system to take CFA analysis to tier 2.

Problem Statement 4: In Reading STAAR, 79% of our 4th graders were at approaches or higher, where the district average was 83%. In 3rd grade, 73% of our students were at approaches or higher, where the district average was 80%. **Root Cause**: Lack of understanding of the difference between ECR and KAT, and utilize both strategies effectively. Lack of system to take CFA analysis to tier 2.

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 once every two 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			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will meet and plan weekly in collabortive 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 & intervention. **Strategy's Expected Result/Impact:** Student mastery of essential TEKS. **Staff Responsible for Monitoring:** Principal, AP, ICs **Title I:** 2.531, 2.534 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 3, 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our SPED students have the lowest percentage passing rate out of the subgroups in both reading and math. **Root Cause**: Lack of exposure to grade level content, CFAs, and mastery of essential TEKS.

Student Learning
Problem Statement 1: In Math STAAR, 63% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 17% higher than the previous year and 12% lower than the district. In 3rd grade, 73% of our students were at approaches or higher, which is 3% lower than the district. **Root Cause**: Lack of aligned instruction, structure, and resources for analyzing student mastery of essential TEKS and intervention/extension on the TEKS. Lack of system to take CFA analysis to tier 2.
Problem Statement 2: In Reading STAAR, 79% of our 4th graders were at approaches or higher, where the district average was 83%. In 3rd grade, 73% of our students were at approaches or higher, where the district average was 80%. **Root Cause**: Lack of understanding of the difference between ECR and KAT, and utilize both strategies effectively. Lack of system to take CFA analysis to tier 2.

School Processes & Programs

Problem Statement 3: In Math STAAR, 63% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 17% higher than the previous year and 12% lower than the district. In 3rd grade, 73% of our students were at approaches or higher, which is 3% lower than the district. **Root Cause**: Lack of aligned instruction, structure, and resources for analyzing student mastery of essential TEKS and intervention/extension on the TEKS. Lack of system to take CFA analysis to tier 2.

Problem Statement 4: In Reading STAAR, 79% of our 4th graders were at approaches or higher, where the district average was 83%. In 3rd grade, 73% of our students were at approaches or higher, where the district average was 80%. **Root Cause**: Lack of understanding of the difference between ECR and KAT, and utilize both strategies effectively. Lack of system to take CFA analysis to tier 2.

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

Performance Objective 2: By June 2026, we will increase 3rd-grade reading achievement from 73% to 78% and 3rd-grade math achievement from 73% to 78% at the Approaches or higher performance level. In 4th grade, we will increase reading achievement from 77% to 82% and math achievement from 63% to 70% at the Approaches or higher level. These improvements will be achieved by implementing best instructional practices, fostering effective grade-level team collaboration, and conducting regular analysis of student performance data to guide instruction.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: As a campus, we will implement the RACES and KAT strategy in 3rd and 4th grade in the 1st 9 weeks, and scaffolded elements of the RACES and KAT strategy in K-2 by the end of the year. **Strategy's Expected Result/Impact:** Increase the number of students who score a 2 or higher on their ECRs from 65% to 75% in 3rd and 4th grade. **Staff Responsible for Monitoring:** Admin, ICs, teachers **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 3, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: 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. **Strategy's Expected Result/Impact:** Increase and track mastery for students being tutored. **Title I:** 2.52, 2.53, 2.533 **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 3, 4 **Funding Sources:** Instructional Assistant - 211 Title I, Part A - 6125 - $31,040, Instructional Assistant - 211 Title I, Part A - 6125 - $22,884, Tutoring - 211 Title I, Part A - 6128 - $4,600				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Provide professional development and support for teachers to implement MTSS in their classrooms. **Strategy's Expected Result/Impact:** Decrease the amount of students needing tier 2 & 3 instruction. **Staff Responsible for Monitoring:** MTSS Coordinator **Title I:** 2.534 **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 3, 4				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: 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. **Strategy's Expected Result/Impact:** Strategically ensure students are moving up in achievment levels. **Staff Responsible for Monitoring:** Admin, ICs, MTSS Coordinator, teachers **Title I:** 2.534 **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 3, 4				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Present and observe strategies from District Learning Series and the campus' non-negotiable strategies in order to increase achievement in Tier 1. **Strategy's Expected Result/Impact:** Increase achievement in Tier 1 instruction, and decrease the amount in Tier 2 and 3. Increase the vocabulary of all students. **Staff Responsible for Monitoring:** Principal, AP, ICs, teachers **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 3, 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Our SPED students have the lowest percentage passing rate out of the subgroups in both reading and math. **Root Cause**: Lack of exposure to grade level content, CFAs, and mastery of essential TEKS.

Student Learning

Problem Statement 1: In Math STAAR, 63% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 17% higher than the previous year and 12% lower than the district. In 3rd grade, 73% of our students were at approaches or higher, which is 3% lower than the district. **Root Cause**: Lack of aligned instruction, structure, and resources for analyzing student mastery of essential TEKS and intervention/extension on the TEKS. Lack of system to take CFA analysis to tier 2.

Problem Statement 2: In Reading STAAR, 79% of our 4th graders were at approaches or higher, where the district average was 83%. In 3rd grade, 73% of our students were at approaches or higher, where the district average was 80%. **Root Cause**: Lack of understanding of the difference between ECR and KAT, and utilize both strategies effectively. Lack of system to take CFA analysis to tier 2.

School Processes & Programs

Problem Statement 3: In Math STAAR, 63% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 17% higher than the previous year and 12% lower than the district. In 3rd grade, 73% of our students were at approaches or higher, which is 3% lower than the district. **Root Cause**: Lack of aligned instruction, structure, and resources for analyzing student mastery of essential TEKS and intervention/extension on the TEKS. Lack of system to take CFA analysis to tier 2.

Problem Statement 4: In Reading STAAR, 79% of our 4th graders were at approaches or higher, where the district average was 83%. In 3rd grade, 73% of our students were at approaches or higher, where the district average was 80%. **Root Cause**: Lack of understanding of the difference between ECR and KAT, and utilize both strategies effectively. Lack of system to take CFA analysis to tier 2.

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

Performance Objective 3: By July 15, 2026, the campus leadership team will have have completed a campus needs assessment using student STAAR, MAP, Attendance, Behavior and other relevant end of year data to grow student outcomes by minimum of 10% and evaluate the effectiveness of established intervention measures.

Evaluation Data Sources: STAAR, MAP, Performance Matters.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Campus administration and leadership team will meet in June 2026 and July 2026 to conduct a campus needs assessment . This assessment will be a minimum, of two meetings held over the summer period, where the leadership team members that are not on contract will be paid for their extra duties. **Strategy's Expected Result/Impact:** Identify effectiveness of intervention measures and establish needs moving forward. **Staff Responsible for Monitoring:** Campus administration, Instructional Coaches, MTSS Coordinator **Title I:** 2.534 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 3, 4 - Perceptions 1 **Funding Sources:** Extra Duty Professional Pay - 211 Title I, Part A - 6118 - $4,075				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Our SPED students have the lowest percentage passing rate out of the subgroups in both reading and math. **Root Cause**: Lack of exposure to grade level content, CFAs, and mastery of essential TEKS.

Student Learning

Problem Statement 1: In Math STAAR, 63% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 17% higher than the previous year and 12% lower than the district. In 3rd grade, 73% of our students were at approaches or higher, which is 3% lower than the district. **Root Cause**: Lack of aligned instruction, structure, and resources for analyzing student mastery of essential TEKS and intervention/extension on the TEKS. Lack of system to take CFA analysis to tier 2.

Problem Statement 2: In Reading STAAR, 79% of our 4th graders were at approaches or higher, where the district average was 83%. In 3rd grade, 73% of our students were at approaches or higher, where the district average was 80%. **Root Cause**: Lack of understanding of the difference between ECR and KAT, and utilize both strategies effectively. Lack of system to take CFA analysis to tier 2.

School Processes & Programs

Problem Statement 1: We had 90 behavior referrals, which was 54 less than the previous year but still an average of 9 per month. **Root Cause**: Lack of tier 1 and 2 behavior data analysis instruction in the classroom and understanding of flow chart.

Problem Statement 3: In Math STAAR, 63% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 17% higher than the previous year and 12% lower than the district. In 3rd grade, 73% of our students were at approaches or higher, which is 3% lower than the district. **Root Cause**: Lack of aligned instruction, structure, and resources for analyzing student mastery of essential TEKS and intervention/extension on the TEKS. Lack of system to take CFA analysis to tier 2.

Problem Statement 4: In Reading STAAR, 79% of our 4th graders were at approaches or higher, where the district average was 83%. In 3rd grade, 73% of our students were at approaches or higher, where the district average was 80%. **Root Cause**: Lack of understanding of the difference between ECR and KAT, and utilize both strategies effectively. Lack of system to take CFA analysis to tier 2.

Perceptions

Problem Statement 1: We continue to have a lack of parent and community involvement than we would like to have and continue to need to increase our parent engagement and involvement. **Root Cause**: Lack of access to school-wide information from teachers, incentives to attend, a change in will to attend after school events.

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

Performance Objective 1: During the 2025-2026 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			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: 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. **Strategy's Expected Result/Impact:** We will see an increased amount of parents at the events we host as evidenced on sign-in sheets. **Staff Responsible for Monitoring:** Principal, AP, Title I Campus Specialist **Title I:** 2.51, 2.53, 2.534 **Problem Statements:** Perceptions 1 **Funding Sources:** To pay any extra duty pay for PFE events - 211 Title I, Part A - 6118 - $100, Title I Specialist - 211 Title I, Part A - 6119 - $68,594, To purchase General Materials & Supplies to use with/provide to families during PFE activities/events: - 211 Title I, Part A - 6300 - $2,320, To purchase reading materials to use with/provide to families during PFE Activities - 211 Title I, Part A - 6300 - $100				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Create a parent communication log for staff to use when they contact parents, and enable resources for two-way parent communication techniques for staff and parents. **Strategy's Expected Result/Impact:** Increase in positive relationships with parents and families. **Staff Responsible for Monitoring:** Admin., Title I Specialist **Title I:** 2.531 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: 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. We will purchase required WATCH D.O.G.S and M.O.M.S supplies such as identification badges, lanyards, and program identifier apparel. **Strategy's Expected Result/Impact:** Increased parent engagement participation from Watch DOGS and Watch MOMS SignUp.com documentation of parent participation for Watch DOGS and Watch MOMS **Staff Responsible for Monitoring:** Admin., Title I Specialist **Title I:** 2.531 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Share campus-based community outreach activities and community service projects with the broader CSISD community **Strategy's Expected Result/Impact:** Increased involvement from students, families, and community members **Staff Responsible for Monitoring:** Admin, Title I Specialist, Student Leadership Advisor **Title I:** 2.531 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: 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. **Strategy's Expected Result/Impact:** Improve school programs, incorporate new ideas and strengthen parent and community partnerships. **Staff Responsible for Monitoring:** Admin., Title I Specialist **Title I:** 2.531 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1 **Funding Sources:** snacks and drinks for meetings - 211 Title I, Part A - 6499 - $200				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Host campus College & Career Day with student activities, inviting community members to showcase different college and career opportunities for students. **Strategy's Expected Result/Impact:** Students connect foundational learning skills to career and college, partnerships with community based businesses and Colleges. **Staff Responsible for Monitoring:** Admin., Title I Specialist **Title I:** 2.532 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Hold a School Showcase night for students to showcase their goals, achievements in academics, and another area of passion. (CAMP+) **Strategy's Expected Result/Impact:** Increase student understanding of student progress in school! **Staff Responsible for Monitoring:** Admin, Title I, Teachers **Title I:** 2.52, 2.532 **Problem Statements:** Perceptions 1 **Funding Sources:** General materials and supplies to support campus Title I instructional initiatives. - 211 Title I, Part A - 6399 - $806				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: We continue to have a lack of parent and community involvement than we would like to have and continue to need to increase our parent engagement and involvement. **Root Cause**: Lack of access to school-wide information from teachers, incentives to attend, a change in will to attend after school events.

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

Performance Objective 2: Decrease the monthly average of 9 conduct referrals by 10% and decrease the monthly average of 46 behavior calls by 15% from August 2025 to May of 2026.

High Priority

Evaluation Data Sources: Behavior Log, Behavior Referrals in Eschool

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Continue to implement character education curriculum pre-K-4 that promotes positive relationships among students, staff and families. Provide light snacks to incentivize parent participation. **Strategy's Expected Result/Impact:** Decrease in behavior calls and referrals. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Classroom Teachers, Title I Campus Specialist, Title I Behavior Coach **Title I:** 2.531 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Utilize our House Team system to promote positive SEL behaviors, teamwork and connections with students from other grades and classes. **Strategy's Expected Result/Impact:** decrease in behavior referrals, increase in use of self regulation and problem solving skills **Staff Responsible for Monitoring:** Principal, Title 1 Campus Specialist, AP, Behavior Coach, Counselor **Title I:** 2.531 **Problem Statements:** School Processes & Programs 6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Anazlyze student behavior data and provide tier 3 interventions for students as well as classroom modeling of classroom mangament to new teachers and teachers with difficult behaviors. **Strategy's Expected Result/Impact:** decrease in behavior calls, predicting triggers leading to behaviors which allows proactive intervention in classroom **Staff Responsible for Monitoring:** Behavior Coach, MTSS Specialist, Instructional Coaches and Counselor **Title I:** 2.533 **Problem Statements:** School Processes & Programs 6 **Funding Sources:** Behavior Coach - 211 Title I, Part A - 6119 - $65,529				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Implement schoolwide 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. **Strategy's Expected Result/Impact:** Students will learn the matrix with the goal of decreasing unwanted behaviors throughout the school day. **Staff Responsible for Monitoring:** Admin, Teachers, Counselor, Title 1 Behaviors Coach, **Title I:** 2.533 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Implement Eagle Academies to build on the Matrix foundations and SEL by reteaching the campus' goals and expectations. **Strategy's Expected Result/Impact:** Student expectations will be evident throughout the building with less redirections and conduct referrals. **Staff Responsible for Monitoring:** Admin, teachers, behavior coach, counselor **Title I:** 2.533 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 6 **Funding Sources:** Title 1 Behavior Coach - 211 Title I, Part A - 6119				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: 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. **Strategy's Expected Result/Impact:** Opportunities for community engagement including community service projects. Students will model positive leadership behaviors. **Staff Responsible for Monitoring:** Title 1 Behavior Coach, Cynthia Montoya, Admin, Counselor **Title I:** 2.51, 2.531 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Perceptions 1 **Funding Sources:** Title 1 Behavior Coach - 211 Title I, Part A - 6119, TEPSA Student Leadership Travel - 211 Title I, Part A - 6412 - $1,000				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 6: We had an average of 9 conduct referrals and 46 behavior calls per month in the 2024/2025 school year. **Root Cause**: Lack of systems to identify and respond to tier 2 and tier 3 behavior needs both as a school system and by collaborative teacher teams.

Perceptions

Problem Statement 1: We continue to have a lack of parent and community involvement than we would like to have and continue to need to increase our parent engagement and involvement. **Root Cause**: Lack of access to school-wide information from teachers, incentives to attend, a change in will to attend after school events.

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

Performance Objective 3: During the 2025-2026 school year, the campus will increase student attendance from 95.4% to 95.9%, as measured by ADA reports, in order to meet the minimum ADA target through consistent monitoring, parent communication, and targeted attendance interventions.

Evaluation Data Sources: On-Board, Raawee

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Meet with/conference with parents of students who are frequently tardy or absent to help them understand the importance of student attendance. **Strategy's Expected Result/Impact:** Increase student attendance. **Staff Responsible for Monitoring:** Family Facilitator, Counselor, AP **Title I:** 2.532 **Problem Statements:** School Processes & Programs 5				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 5: Our attendance rate has decreased from 95.6% to 95.4% from 23/24 school year to the 24/25 school year. **Root Cause**: Lack of a system to identify and target frequently tardy and absent students.

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

Performance Objective 1: During the 2025-2026 school year, 100% of classroom teachers will integrate digital learning platforms at least weekly to address student learning gaps identified through MAP and CFA data, as measured by lesson plans, platform usage reports, and administrative walkthroughs.

Evaluation Data Sources: Edmentum and MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will utilize digital platforms like Edmentum, Study Island, istation, and other digital resources to support mastery of essential standards. **Strategy's Expected Result/Impact:** Academic growth and achievement gaps will close and achievement will increase as students use Edmentum with fidelity. **Staff Responsible for Monitoring:** Teachers **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 3, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Build instructional capacity within our teachers surrounding purposeful usage of existing digital platforms. **Strategy's Expected Result/Impact:** Increased ability to utilize campus and district funded resources **Staff Responsible for Monitoring:** Principal, AP, DLA, Digital Learning Coach **Title I:** 2.531 **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 3, 4 **Funding Sources:** Professional Development Travel - 211 Title I, Part A - 6411 - $2,500				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Our SPED students have the lowest percentage passing rate out of the subgroups in both reading and math. **Root Cause**: Lack of exposure to grade level content, CFAs, and mastery of essential TEKS.

Student Learning

Problem Statement 1: In Math STAAR, 63% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 17% higher than the previous year and 12% lower than the district. In 3rd grade, 73% of our students were at approaches or higher, which is 3% lower than the district. **Root Cause**: Lack of aligned instruction, structure, and resources for analyzing student mastery of essential TEKS and intervention/extension on the TEKS. Lack of system to take CFA analysis to tier 2.

Problem Statement 2: In Reading STAAR, 79% of our 4th graders were at approaches or higher, where the district average was 83%. In 3rd grade, 73% of our students were at approaches or higher, where the district average was 80%. **Root Cause**: Lack of understanding of the difference between ECR and KAT, and utilize both strategies effectively. Lack of system to take CFA analysis to tier 2.

School Processes & Programs

Problem Statement 3: In Math STAAR, 63% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 17% higher than the previous year and 12% lower than the district. In 3rd grade, 73% of our students were at approaches or higher, which is 3% lower than the district. **Root Cause**: Lack of aligned instruction, structure, and resources for analyzing student mastery of essential TEKS and intervention/extension on the TEKS. Lack of system to take CFA analysis to tier 2.

Problem Statement 4: In Reading STAAR, 79% of our 4th graders were at approaches or higher, where the district average was 83%. In 3rd grade, 73% of our students were at approaches or higher, where the district average was 80%. **Root Cause**: Lack of understanding of the difference between ECR and KAT, and utilize both strategies effectively. Lack of system to take CFA analysis to tier 2.

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Please see Title1Crate for the following documentation.

1.2: Location for Evidence of Multiple Meetings Held

Please see Title1Crate for the following documentation.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Please see Title1Crate for the following documentation.

2.2: Stakeholders 1114(b)(2)

Please see Title1Crate for the following documentation.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

Please see Title1Crate for the following documentation.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Please see Title1Crate for the following documentation.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Please see Title1Crate for the following documentation.

3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Please see Title1Crate for the following documentation.

Title I Personnel

Name	Position	Program	FTE
Amy Yorek	Title I Tutor	Classroom Instruction	
Brenda Wilson	Instructional Assistant	Classroom Instruction	1
Bridget Freeman	Title I Specialist	Parent Engagement	1
Elena Quiros	Instructional Assistant	Classroom Instruction	1
Elizabeth Bethune	Behavior Coach	SEL	1

CIP Committee

Committee Role	Name	Position
Community Member	Martha Vilas	Community
Parent Member	Craig Jeffery	Parent
Staff Member	Tiffany Williams Fletcher	P.E. Coach
Staff Member	Ria Sanchez	Third Grade Teacher
Staff Member	Stacie Wright	First Grade Teacher
Staff Member	Natalie Cox	Second Grade Teacher
Staff Member	Madiha Manzoor	Third Grade Teacher
Staff Member	Leah Hoffpauir	Fourth Grade Teacher
Staff Member	Clara Steglich	Kindergarten Teacher
Staff Member	Victoria Morales	First Grade Teacher
Staff Member	Carmen Delgado	Second Grade Dual Language
Staff Member	Elizabeth Bethune	Behavior Coach
Staff Member	Catherine Poage	Counselor
Staff Member	Elena Freeburger	Fourth Grade Teacher
Staff Member	Kimberly Keel-Kreamer	Kindergarten Teacher
Staff Member	Bridget Freeman	Title I Specialist
Staff Member	Jessica Faltysek	Instructional Coach
Staff Member	Amanda Kim	Instructional Coach
Staff Member	Valerie Burns	MTSS Coordinator
Staff Member	Renee Sanders	Assistant Principal
Staff Member	Alison DeLuna	Principal

Campus Funding Summary

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	PD & Travel	6411	$1,000.00
1	1	5	PD & Travel	6411	$1,500.00
1	1	7			$0.00
2	2	2	Instructional Assistant	6125	$31,040.00
2	2	2	Instructional Assistant	6125	$22,884.00
2	2	2	Tutoring	6128	$4,600.00
2	3	1	Extra Duty Professional Pay	6118	$4,075.00
3	1	1	To purchase reading materials to use with/provide to families during PFE Activities	6300	$100.00
3	1	1	To pay any extra duty pay for PFE events	6118	$100.00
3	1	1	Title I Specialist	6119	$68,594.00
3	1	1	To purchase General Materials & Supplies to use with/provide to families during PFE activities/events:	6300	$2,320.00
3	1	5	snacks and drinks for meetings	6499	$200.00
3	1	7	General materials and supplies to support campus Title I instructional initiatives.	6399	$806.00
3	2	3	Behavior Coach	6119	$65,529.00
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
4	1	2	Professional Development Travel	6411	$2,500.00
				Sub-Total	$206,248.00
				Budgeted Fund Source Amount	$206,248.00
				+/- Difference	$0.00
				Grand Total Budgeted	$206,248.00
				Grand Total Spent	$206,248.00
				+/- 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