

Belton Independent School District

Southwest Elementary

2026-2027 Campus Improvement Plan



Mission Statement

Teach. Empower. Inspire.

Vision

At Southwest we empower each and every learner to pursue their dreams and enrich their communities.

Value Statement

Trust is built through honesty, clear communication, and keeping our commitments.

Empowerment is having ownership, being accountable, and leading with purpose.

Adaptability is embracing change, being resilient, and celebrating achievements.

Community is cultivated through respect for others, meaningful engagement, and strong partnerships.

High Expectations is the commitment to academic excellence, driven by innovation and a relentless focus on continuous improvement.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are a vibrant, dual-language campus of 355 students where cultural richness and resilience define our daily life. Our identity is shaped by a diverse student body, 70% of whom are Hispanic and 38% who are emergent bilingual learners, navigating a landscape where 86% of families face economic disadvantages and 11% maintain proud military connections. Supported by a dedicated team of 32 teachers and 14 paraprofessionals, we provide a high-needs support structure to serve a significant 25% special education population. We are a community that shows up; our strong attendance culture is a point of immense pride, fueled by proactive family outreach and "RAWWEE" tracking celebrations. However, we remain honest about our hurdles: we are currently working to overcome a 37% staff turnover rate and a disproportionate disciplinary impact on our Hispanic students rooted in outdated, punitive measures. Driven by the Capturing Kids' Hearts philosophy, we are actively shifting toward a relational, restorative approach. Through powerful partnerships with the district mentor program and community partners like Education Connection and the Good News Club, we bridge achievement gaps and ensure that every student, regardless of their circumstances, feels seen, valued, and supported.

Demographics Strengths

Our campus demographic strengths are rooted in a rich tapestry of diversity and a robust, proactive support system that prioritizes student engagement. With a 94.67% average daily attendance and a low 6.87% chronic absenteeism rate, our comprehensive attendance strategy—ranging from the RAWWEE system and daily care calls to high-visibility incentives like the cafeteria scoreboard—demonstrates a community deeply committed to being present. This commitment is bolstered by a stable, veteran teaching staff, where over 80% of our 32 teachers possess five or more years of experience, providing a seasoned foundation for our students.

As a specialized dual language campus, we leverage our linguistic diversity to serve a population where 38% are emergent bilingual and 15% are enrolled in the dual language program. Our students at Southwest are also supported by strong community partnerships with Education Connection and the Good News Club. Furthermore, our school excels in providing inclusive, specialized care; though 86% of our students are economically disadvantaged and 25% receive special education services, our high staff-to-student ratio—including 14 dedicated paraprofessionals and our district mentor program ensure that every child, including our 11% military connected and 7% gifted and talented populations, receives the individualized supports they need to thrive.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): While Hispanic students constitute the largest demographic at Southwest, they are disproportionately represented in office discipline referrals, suggesting a gap in culturally responsive behavioral interventions.

Root Cause: Inconsistent fidelity in implementing the Capturing Kids' Hearts framework, compounded by a lack of consistent staff modeling of safe, respectful, and responsible behaviors. This is further exacerbated by a breakdown in social-emotional learning

Problem Statement 2 (Prioritized): Southwest experiences a 37% annual staff turnover rate, undermining instructional continuity, school culture, and professional development investments.

Root Cause: A perceived lack of support from administration regarding classroom support or work-life balance.

Student Learning

Student Learning Summary

Overall, our campus demonstrates a narrative of significant growth in foundational skills and middle-grade math, contrasted by a persistent struggle to transition students into higher proficiency tiers (Meets and Masters). As a campus, we have successfully outperformed "like" schools in 3rd–5th grade benchmarks and achieved a standout 20% increase in Kindergarten literacy. However, we face a critical systemic challenge: while we are successfully moving students out of the "Did Not Meet" category, they often stall at the "Approaches" level. This is compounded by a disconnect between formative assessments and end-of-unit performance, alongside staffing shortages that have forced the redirection of interventionists and paraprofessionals, limiting our capacity for targeted small-group support.

Our Emergent Bilingual students represent a primary strength, showing remarkable growth including a 34% increase in Kindergarten literacy benchmarks and a 52% reduction in 4th-grade math failures. Our Spanish speaking cohorts also saw drastic reductions in failure rates across 3rd–5th grade math (dropping 16–25%). Conversely, our Special Education and Economically Disadvantaged populations face significant hurdles; SPED students saw literacy achievement gaps widen in 1st, 2nd, and 5th grades, while Eco Dis students in the 5th-grade reading cohort experienced a sharp 20% increase in failure rates. Our Gifted and Talented students, while generally high-achieving, showed concerning volatility, including a 17% drop in 3rd-grade math mastery and a 10% decline in 4th-grade "Meets" performance.

- **Kindergarten & 1st Grade:** Kindergarten is a high point for the campus with effective foundational literacy across all groups. 1st grade, however, is trending downward in both literacy and math, with nearly half of the students remaining in the "Did Not Meet" math category at mid-year.
- **2nd & 3rd Grade:** These grades show strong momentum in moving students out of the lowest performance tiers, particularly in 3rd-grade math where EB students improved by 28%. However, 3rd-grade reading is struggling to move students beyond "Approaches," and the 3rd-grade math cohort is trending below district averages for "Meets" proficiency.
- **4th & 5th Grade:** 4th-grade math is a "standout" with a 22% reduction in failure rates, significantly outpacing the district. 5th grade shows positive growth in math mastery—tripling the "Masters" percentage to 18%—but faces a crisis in Science, where the 71% failure rate significantly trails the district average, and in Reading, where the current 5th-grade cohort is experiencing a sharp performance dip.

Student Learning Strengths

Our campus has demonstrated exceptional academic momentum, significantly outperforming district trends in both math and reading. A primary strength lies in our Emergent Bilingual and Spanish testing populations, who showed standout growth across all levels, including a massive 52% reduction in 4th grade math failure rates and a 34% increase in Kindergarten literacy benchmarks. We have proven highly effective at moving students out of the "Did Not Meet" category, most notably in 4th grade math, where we achieved a 22% reduction in failure rates while the district saw a 10% increase. Furthermore, our upper elementary tiers are successfully driving students toward high-level achievement, evidenced by 5th grade math "masters" percentages nearly tripling and consistent gains in the "Meets" and "Masters" categories for our Gifted and Talented and Military Connected subgroups. From the foundational success of our kindergarten literacy programs to the significant SPED and EB progress in 3rd-grade math, our performance data reflects a robust, inclusive growth model that is closing gaps faster than our peers.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Despite regular "reteach" cycles following CFAs, there is a significant disconnect between short-term instructional recovery and end-of-unit/benchmark success.

Root Cause: Reteach days may focus on correcting specific missed questions rather than addressing the underlying conceptual misconception.

Problem Statement 2 (Prioritized): Specialized populations such as Eco Dis, SPED & Spanish language assessments are experiencing the most drastic performance dips.

Root Cause: Due to the loss of dedicated interventionists, general education teachers are having to adjust intervention for both Tier 2 & Tier 3.

Problem Statement 3 (Prioritized): There is a notable decline in "Masters" and "Meets" performance among GT students and other high performing students.

Root Cause: Reteach days are likely designed for remediation; if there isn't a simultaneous "extension" path during those days, their growth will stagnate or regress.

Problem Statement 4: The MTSS framework has shifted from a proactive intervention model to a reactive "classroom-only" model due to staffing shortages (interventionists in classrooms and paras subbing).

Root Cause: With only one teacher in the room, and smaller number of teachers within a grade level, "small group" instruction is likely too large (8-10 students) to be effective for Tier 3 needs.

Problem Statement 5 (Prioritized): Students lack a sense of ownership over their learning journey resulting in a disconnect between classroom activities and personal academic growth

Root Cause: Lack of visible progress. Students lack the real-time data needed to pivot or set new goals.

Problem Statement 6 (Prioritized): Despite the implementation of high-quality instructional materials, protected PLC time, intervention structures, and professional learning, an insufficient number of students are meeting grade-level expectations in reading and mathematics.

Root Cause: Inconsistent implementation of Tier 1 instruction and intervention systems. Teachers are not consistently internalizing standards, delivering rigorous grade-level instruction, using formative assessment data to adjust instruction, or providing targeted intervention and acceleration based on student needs.

School Processes & Programs

School Processes & Programs Summary

We operate through a structured, data-driven framework centered on continuous improvement and targeted professional growth. Our instructional model relies on aggressive monitoring to provide real-time feedback and a series of common formative assessments and end-of-unit protocols to track student progress within our data container. These insights are refined during structured PLCs, where teachers internalize lessons and plan Tier 1 interventions. To support our staff, the district and campus provide ongoing professional learning, while new or struggling teachers receive direct support through mentors and weekly instructional coaching cycles.

However, we face specific operational challenges that we are working to address. While our Guiding Coalition helps lead school initiatives, we see a need for greater consistency in following campus behavior systems like Capturing Kids' Hearts and Emergent Tree. We also recognize that the volume of data protocols can feel overwhelming to some, leading to varied levels of buy-in.

School Processes & Programs Strengths

Our organization excels in fostering a culture of continuous improvement through a robust, multi-layered approach to professional development and data-driven instruction. We provide comprehensive support for educators at every stage of their career, ranging from district-wide learning opportunities to personalized campus mentorship and intensive coaching cycles for those needing additional growth. This professional support is seamlessly integrated with a sophisticated instructional framework; teachers utilize structured PLCs to internalize lessons and analyze student work, while simultaneously employing Capturing Kids' Hearts to maintain a positive, supportive classroom environment.

Central to our success is a rigorous data driven instructional protocol that ensures no student is left behind. By utilizing a centralized data container and common formative assessments, our staff identifies student needs in real-time, allowing for immediate feedback and responses to student needs. This data is not merely collected but acted upon through structured protocols to categorize student performance and design specific "response days" and re-teach opportunities. This systematic cycle of observation, data analysis, and targeted intervention ensures that both teaching practices and student outcomes are constantly evolving to meet the highest standards.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Paraprofessionals report a lack of clear expectations and specialized training, leading to inconsistent instructional support and underutilization in specific classroom settings.

Root Cause: Professional learning is often designed for certified staff, leaving Paras to learn via "osmosis" rather than direct instruction.

Problem Statement 2: Teachers are not engaging with after-school district professional learning opportunities, limiting the spread of new pedagogical strategies and district alignment.

Root Cause: Lack of incentives (stipends) or simply the timing of the sessions competing with personal commitments.

Problem Statement 3 (Prioritized): Inconsistent implementation of campus behavior frameworks (Emergent Tree/CKH) has created a vacuum of expectations, resulting in increased student discipline issues.

Root Cause: Behavior systems are being treated as an "add-on" rather than the foundational "operating system" of the classroom

Problem Statement 4 (Prioritized): While teachers value continuous improvement, the high volume of data tracking and protocol requirements is causing teachers to feel overwhelmed.

Root Cause: The time to support it is often missing especially if you teach all the students in that grade level.

Perceptions

Perceptions Summary

Our organizational performance this year is characterized by a strong sense of internal culture and physical safety. On a foundational level, the administration has successfully fostered a positive and organized environment, with staff frequently praising leadership accessibility and noting a positive school culture. This sentiment extends to the student body, the majority of whom report feeling safe within our halls. Classrooms, in particular, are consistently rated as the most secure environments for learning. However, this sense of security is not universal; a segment of the student population feels a lack of belonging, and specific "hot spots" like bathrooms and lunchrooms remain areas where students feel vulnerable. Additionally, while some students report no issues with bullying, others indicate that physical and verbal altercations remain a persistent challenge that requires more nuanced attention.

Regarding instructional efficacy and staff support, there is a clear disconnect between goal-setting and execution. While campus goals are transparent, teachers report a lack of active support to achieve them. To bridge the gap between school and home, we have implemented consistent engagement through Monthly Family Engagement nights and the Education Connection reading program for K-2 students.

Despite these engagement efforts, our communication strategy requires refinement. Currently, there is a heavy reliance on ParentSquare, which has led to mixed results. Parents report feeling overwhelmed by the sheer volume of messages, often missing key information amidst the noise. While student data is readily available online, most parents do not proactively access it, leading to a recurring concern that they do not truly know how their students are performing.

Perceptions Strengths

Based on recent feedback and survey data, the school's primary perception strengths center on a revitalized culture and a widespread sense of physical security. Staff members have explicitly praised the current administration, noting that leadership is accessible, helpful, and highly organized, which has contributed to the sentiment that the "culture feels great this year." This positive professional environment is mirrored in the student experience, as the vast majority of students report feeling safe at school, specifically identifying their classrooms as the safest locations on campus.

The school also maintains a structured commitment to community and instructional support through consistent outreach. Monthly Family Engagement nights are scheduled throughout the year to foster home-school connections, complemented by the Education Connection program which provides reading support to K-2 students. While communication is frequent—with teachers relying heavily on ParentSquare to keep families informed—and campus goals are viewed as clear, there remains a recognized opportunity to bridge the gap between setting those goals and providing the active, hands-on support teachers need to achieve them.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Current intervention strategies are insufficient to address the interpersonal conflicts occurring outside of supervised instructional time.

Root Cause: Lack of structured adult presence.

Problem Statement 2 (Prioritized): There is a significant disparity in the student experience regarding emotional belonging and physical security.

Root Cause: While classrooms are structured for academic safety, the campus lacks a formal Social-Emotional Learning framework that extends into the social fabric of the school.

Problem Statement 3 (Prioritized): There is a significant transparency gap regarding academic progress, as parents rarely utilize available online portals, resulting in a persistent lack of awareness concerning actual student performance.

Root Cause: Online access requires parents to be proactive and seek out the information, whereas most parents rely on the information coming to them.

Priority Problem Statements

Problem Statement 1: Current intervention strategies are insufficient to address the interpersonal conflicts occurring outside of supervised instructional time.

Root Cause 1: Lack of structured adult presence.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: There is a significant disparity in the student experience regarding emotional belonging and physical security.

Root Cause 2: While classrooms are structured for academic safety, the campus lacks a formal Social-Emotional Learning framework that extends into the social fabric of the school.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: There is a significant transparency gap regarding academic progress, as parents rarely utilize available online portals, resulting in a persistent lack of awareness concerning actual student performance.

Root Cause 3: Online access requires parents to be proactive and seek out the information, whereas most parents rely on the information coming to them.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: While teachers value continuous improvement, the high volume of data tracking and protocol requirements is causing teachers to feel overwhelmed.

Root Cause 4: The time to support it is often missing especially if you teach all the students in that grade level.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Inconsistent implementation of campus behavior frameworks (Emergent Tree/CKH) has created a vacuum of expectations, resulting in increased student discipline issues.

Root Cause 5: Behavior systems are being treated as an "add-on" rather than the foundational "operating system" of the classroom

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: While Hispanic students constitute the largest demographic at Southwest, they are disproportionately represented in office discipline referrals, suggesting a gap in culturally responsive behavioral interventions.

Root Cause 6: Inconsistent fidelity in implementing the Capturing Kids' Hearts framework, compounded by a lack of consistent staff modeling of safe, respectful, and responsible behaviors. This is further exacerbated by a breakdown in social-emotional learning

Problem Statement 6 Areas: Demographics

Problem Statement 7: Southwest experiences a 37% annual staff turnover rate, undermining instructional continuity, school culture, and professional development investments.

Root Cause 7: A perceived lack of support from administration regarding classroom support or work-life balance.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Despite the implementation of high-quality instructional materials, protected PLC time, intervention structures, and professional learning, an insufficient number of students are meeting grade-level expectations in reading and mathematics.

Root Cause 8: Inconsistent implementation of Tier 1 instruction and intervention systems. Teachers are not consistently internalizing standards, delivering rigorous grade-level instruction, using formative assessment data to adjust instruction, or providing targeted intervention and acceleration based on student needs.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Despite regular "reteach" cycles following CFAs, there is a significant disconnect between short-term instructional recovery and end-of-unit/benchmark success.

Root Cause 9: Reteach days may focus on correcting specific missed questions rather than addressing the underlying conceptual misconception.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: There is a notable decline in "Masters" and "Meets" performance among GT students and other high performing students.

Root Cause 10: Reteach days are likely designed for remediation; if there isn't a simultaneous "extension" path during those days, their growth will stagnate or regress.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Specialized populations such as Eco Dis, SPED & Spanish language assessments are experiencing the most drastic performance dips.

Root Cause 11: Due to the loss of dedicated interventionists, general education teachers are having to adjust intervention for both Tier 2 & Tier 3.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: Students lack a sense of ownership over their learning journey resulting in a disconnect between classroom activities and personal academic growth

Root Cause 12: Lack of visible progress. Students lack the real-time data needed to pivot or set new goals.

Problem Statement 12 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Results Driven Accountability (RDA)
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS
- Intervention data

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
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends
- Mobility/stability rate, including longitudinal data
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- Staff mobility/stability
- Support structures: mentors
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Parent and community partnership data
- Parent activity evaluations and feedback data
- Community service agencies and support services

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies
- Action research results
- Horizontal and vertical team alignments processes
- Technology and resource allocation data
- Enrichment course/materials
- Scope and Sequence; Pacing Guides; and Other Focus Documents
- Focus Group(s) data

Goals

Goal 1: Priority 1: Students - Ensure exceptional learning experiences that bring our "Journey of a Graduate" to life for each and every student.

Performance Objective 1: Accelerate academic achievement by increasing the percentage of students who meet or exceed individual growth targets.

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 30% to 32% by June 2027.

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 16% to 18% by June 2027.

Destination 2031 Measure:

Increase the percentage of students who meet or master grade level standards as measured by STAAR/EOC from 46% to 80% by 2031.

Increase the percentage of students who meet or exceed individual growth targets as measured by STAR Ren from 49% to 80% by 2031.

HB3 Goal

Evaluation Data Sources: Benchmark Assessments & STAR Ren

Strategy 1 Details	Reviews			
Strategy 1: Refine the Professional Learning Communities process by using standardized protocols to ensure a focus on assessment for learning and evidence of student growth. Strategy's Expected Result/Impact: By the conclusion of the Spring 2026 benchmark assessments, 80% of students assessed on the Reading and Mathematics STAAR will earn at least 1.0 growth point, while the remaining 20% of students will earn at least 0.5 growth points, as measured by the hopper/dropper Lead4ward charts. By May 2027, 85% of students will achieve a Student Growth Percentile (SGP) of 50 or higher, and the remaining 15% of students will achieve an SGP of at least 35, as measured by the end-of-year Renaissance STAR Growth assessment. By May 2027, 40% of students will perform at the Meets Standard level and 60% of students will perform at or above the Approaches Standard level on district benchmark assessments. Staff Responsible for Monitoring: Principal ICs APs Teachers Title I: 2.52 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Leverage the use of High Quality Instructional Materials to guarantee rigorous, multi-tiered learning experiences that are responsive and timely to student needs. Strategy's Expected Result/Impact: By the conclusion of the Spring 2026 benchmark assessments, 80% of students assessed on the Reading and Mathematics STAAR will earn at least 1.0 growth point, while the remaining 20% of students will earn at least 0.5 growth points, as measured by the hopper/dropper Lead4ward charts. By May 2027, 85% of students will achieve a Student Growth Percentile (SGP) of 50 or higher, and the remaining 15% of students will achieve an SGP of at least 35, as measured by the end-of-year Renaissance STAR Growth assessment. By May 2027, 40% of students will perform at the Meets Standard level and 60% of students will perform at or above the Approaches Standard level on district benchmark assessments. Staff Responsible for Monitoring: Principal APs IC GC Members Title I: 2.51, 2.52 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 6	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Implement a district-wide practice of student goal-setting in which students and teachers actively set, monitor, and reflect on their growth toward academic targets. Strategy's Expected Result/Impact: By the conclusion of the Spring 2026 benchmark assessments, 80% of students assessed on the Reading and Mathematics STAAR will earn at least 1.0 growth point, while the remaining 20% of students will earn at least 0.5 growth points, as measured by the hopper/dropper Lead4ward charts. By May 2027, 85% of students will achieve a Student Growth Percentile (SGP) of 50 or higher, and the remaining 15% of students will achieve an SGP of at least 35, as measured by the end-of-year Renaissance STAR Growth assessment. By May 2027, 40% of students will perform at the Meets Standard level and 60% of students will perform at or above the Approaches Standard level on district benchmark assessments. Staff Responsible for Monitoring: Principal APs IC Teachers Title I: 2.52 Problem Statements: Student Learning 5	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Partner with a Great Minds coach to build leadership capacity, increasing math achievement through the high-fidelity implementation of Bluebonnet. Together, the leadership team will conduct a minimum of 18 joint classroom walkthroughs and PLC observations to calibrate instructional "look-fors" and deliver high-quality, actionable feedback to teachers. Strategy's Expected Result/Impact: By the conclusion of the Spring 2026 benchmark assessments, 80% of students assessed on the Reading and Mathematics STAAR will earn at least 1.0 growth point, while the remaining 20% of students will earn at least 0.5 growth points, as measured by the hopper/dropper Lead4ward charts. By May 2027, 85% of students will achieve a Student Growth Percentile (SGP) of 50 or higher, and the remaining 15% of students will achieve an SGP of at least 35, as measured by the end-of-year Renaissance STAR Growth assessment. By May 2027, 40% of students will perform at the Meets Standard level and 60% of students will perform at or above the Approaches Standard level on district benchmark assessments. Staff Responsible for Monitoring: Principal IC APs Teachers Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1, 6	Formative			Summative
	Oct	Jan	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Partner with Region 12 instructional coaches to provide job-embedded professional development and planning support for Dual Language teachers, focusing on the design and execution of explicit "bridging" lessons that integrate listening, speaking, reading, and writing across both languages. Strategy's Expected Result/Impact: By the conclusion of the Spring 2026 benchmark assessments, 80% of students assessed on the Reading and Mathematics STAAR will earn at least 1.0 growth point, while the remaining 20% of students will earn at least 0.5 growth points, as measured by the hopper/dropper Lead4ward charts. By May 2027, 85% of students will achieve a Student Growth Percentile (SGP) of 50 or higher, and the remaining 15% of students will achieve an SGP of at least 35, as measured by the end-of-year Renaissance STAR Growth assessment. By May 2027, 40% of students will perform at the Meets Standard level and 60% of students will perform at or above the Approaches Standard level on district benchmark assessments. Staff Responsible for Monitoring: Principal APs IC Teachers Title I: 2.51, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Region 12 Coaching - 211 Title I, Part A - \$600	Formative			Summative
	Oct	Jan	Apr	June

Strategy 6 Details		Reviews			
Strategy 6: To accelerate student growth and refine Tier 1 core instruction, the campus will provide teachers with dedicated, protected planning days each quarter--utilizing substitute teacher coverage--to conduct deep-dive data analysis, internalize upcoming curriculum units, and design differentiated lessons that directly target student learning needs. Strategy's Expected Result/Impact: By the conclusion of the Spring 2026 benchmark assessments, 80% of students assessed on the Reading and Mathematics STAAR will earn at least 1.0 growth point, while the remaining 20% of students will earn at least 0.5 growth points, as measured by the hopper/dropper Lead4ward charts. By May 2027, 85% of students will achieve a Student Growth Percentile (SGP) of 50 or higher, and the remaining 15% of students will achieve an SGP of at least 35, as measured by the end-of-year Renaissance STAR Growth assessment. By May 2027, 40% of students will perform at the Meets Standard level and 60% of students will perform at or above the Approaches Standard level on district benchmark assessments. Staff Responsible for Monitoring: Principal APs IC Teachers Title I: 2.51, 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3, 6 Funding Sources: Subs for Planning Coverage - 211 Title I, Part A - \$1,800		Formative			Summative
		Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Despite regular "reteach" cycles following CFAs, there is a significant disconnect between short-term instructional recovery and end-of-unit/benchmark success. Root Cause: Reteach days may focus on correcting specific missed questions rather than addressing the underlying conceptual misconception. Problem Statement 2: Specialized populations such as Eco Dis, SPED & Spanish language assessments are experiencing the most drastic performance dips. Root Cause: Due to the loss of dedicated interventionists, general education teachers are having to adjust intervention for both Tier 2 & Tier 3. Problem Statement 3: There is a notable decline in "Masters" and "Meets" performance among GT students and other high performing students. Root Cause: Reteach days are likely designed for remediation; if there isn't a simultaneous "extension" path during those days, their growth will stagnate or regress.

Student Learning

Problem Statement 5: Students lack a sense of ownership over their learning journey resulting in a disconnect between classroom activities and personal academic growth **Root Cause:** Lack of visible progress. Students lack the real-time data needed to pivot or set new goals.

Problem Statement 6: Despite the implementation of high-quality instructional materials, protected PLC time, intervention structures, and professional learning, an insufficient number of students are meeting grade-level expectations in reading and mathematics. **Root Cause:** Inconsistent implementation of Tier 1 instruction and intervention systems. Teachers are not consistently internalizing standards, delivering rigorous grade-level instruction, using formative assessment data to adjust instruction, or providing targeted intervention and acceleration based on student needs.

Goal 1: Priority 1: Students - Ensure exceptional learning experiences that bring our "Journey of a Graduate" to life for each and every student.

Performance Objective 2: Increase the percentage of graduates who earn advanced credentials in college, career, or military readiness.

Destination 2031 Measure:

Increase the percentage of graduates who have earned an advanced degree, certificate or other postsecondary credential of value from ____ to ____ by 2031.
(Pending Finalized Data)

Evaluation Data Sources: Partner with Baylor Scott & White Medical student for Dare to Dream.

Implement one career exposure and exploration experience per semester at elementary in partnership with industry partners.

Benchmark Assessments & STAR Ren

Strategy 1 Details		Reviews			
Strategy 1: Implement a K-5 Math and Literacy intervention and acceleration model that strengthens college readiness through aligned instruction and targeted response plans. Strategy's Expected Result/Impact: Increase performance among high focus student populations, specifically students receiving special education services, Emergent Bilingual students and economically disadvantaged students. By the conclusion of the Spring 2026 benchmark assessments, 80% of students assessed on the Reading and Mathematics STAAR will earn at least 1.0 growth point, while the remaining 20% of students will earn at least 0.5 growth points, as measured by the hopper/dropper Lead4ward charts. By May 2027, 85% of students will achieve a Student Growth Percentile (SGP) of 50 or higher, and the remaining 15% of students will achieve an SGP of at least 35, as measured by the end-of-year Renaissance STAR Growth assessment. By May 2027, 40% of students will perform at the Meets Standard level and 60% of students will perform at or above the Approaches Standard level on district benchmark assessments. Staff Responsible for Monitoring: Principal APs IC Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2		Formative			Summative
		Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Specialized populations such as Eco Dis, SPED & Spanish language assessments are experiencing the most drastic performance dips. Root Cause: Due to the loss of dedicated interventionists, general education teachers are having to adjust intervention for both Tier 2 & Tier 3.

Goal 1: Priority 1: Students - Ensure exceptional learning experiences that bring our "Journey of a Graduate" to life for each and every student.

Performance Objective 3: Ensure safe and supportive learning environments to promote student well-being and academic success.

Destination 2031 Measure:

Increase the percentage of parents, students, and staff who report feeling safe from 86% to 90% by 2031.

- Evaluation Data Sources:** Office Referral Counts
- Staff TTESS Scores
- Capturing Kid's Hearts Teacher, Parent & Student Survey (BOY, MOY & EOY)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Implement a Multi-Tiered System of Support to strengthen school culture, classroom management, and timely responses to student needs. Strategy's Expected Result/Impact: By May 2027, Southwest Elementary will proactively identify and address behavioral concerns through timely, individualized interventions, resulting in a 40% reduction in office discipline referrals from 335 referrals to 201 referrals. Staff Responsible for Monitoring: Principal APs Behavior Specialist Counselor Teachers Title I: 2.52 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 3 - Perceptions 2				

Strategy 2 Details		Reviews			
Strategy 2: Adopt and implement a district-wide Social Emotional Learning Framework with dedicated instructional time across all campuses. Strategy's Expected Result/Impact: By May 2027, Southwest Elementary will proactively identify and address behavioral concerns through timely, individualized interventions, resulting in a 40% reduction in office discipline referrals from 335 referrals to 201 referrals. Increase CKH student survey data by at least .4 from BOY to EOY on all questions. Staff Responsible for Monitoring: Principal AP Counselor Behavior Specialist Title I: 2.53 Problem Statements: Perceptions 2 Funding Sources: Capturing Kids' Hearts - 211 Title I, Part A - \$5,000		Formative			Summative
		Oct	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 3: Inconsistent implementation of campus behavior frameworks (Emergent Tree/CKH) has created a vacuum of expectations, resulting in increased student discipline issues. Root Cause: Behavior systems are being treated as an "add-on" rather than the foundational "operating system" of the classroom
Perceptions
Problem Statement 2: There is a significant disparity in the student experience regarding emotional belonging and physical security. Root Cause: While classrooms are structured for academic safety, the campus lacks a formal Social-Emotional Learning framework that extends into the social fabric of the school.

Goal 1: Priority 1: Students - Ensure exceptional learning experiences that bring our "Journey of a Graduate" to life for each and every student.

Performance Objective 4: Provide students with innovative, flexible learning options that balance digital integration with hands-on, real-world experiences.

Destination 2031 Measure:
Increase the total number of eligible students enrolled in flexible instructional models from 1% to 5% by 2031.

Increase the percentage of K-12 classrooms demonstrating a balanced instructional mix--where technology is used actively for student creation rather than passive consumption, alongside visible tactile or inquiry-based learning--from [X% (2027 to establish baseline)] to [Y%] by 2031.

Evaluation Data Sources: Track the percentage of classrooms demonstrating active tactile, offline, or inquiry-based learning during routine administrative walkthroughs.

Strategy 1 Details	Reviews			
Strategy 1: Implement instructional practices that balance digital tool use with tactile, inquiry-based learning and practical life skills. Strategy's Expected Result/Impact: On the 2026 CKH End of Year Survey, the average response to the statement "I like going to school most days," will increase from 3.3 to 3.8 by May 2027. Staff Responsible for Monitoring: Principal Process Champions APs IC Guiding Coalition Teachers Title I: 2.52 - TEA Priorities: Improve low-performing schools Problem Statements: Student Learning 6	Formative			Summative
	Oct	Jan	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 6: Despite the implementation of high-quality instructional materials, protected PLC time, intervention structures, and professional learning, an insufficient number of students are meeting grade-level expectations in reading and mathematics. **Root Cause:** Inconsistent implementation of Tier 1 instruction and intervention systems. Teachers are not consistently internalizing standards, delivering rigorous grade-level instruction, using formative assessment data to adjust instruction, or providing targeted intervention and acceleration based on student needs.

Goal 2: Priority 2: Staff - Attract, support, and retain exceptional educators and staff to ensure every student is guided and supported by an outstanding team.

Destination 2031 Measure:

Increase the number of certified foundational course teachers from 93% to 100% by 2031.

Performance Objective 1: Strengthen recruitment and hiring pipelines to ensure a consistent pool of highly qualified candidates.

Destination 2031 Measure: Increase the number of certified foundational course teachers from 93% to 100% by 2031.

Evaluation Data Sources: STAR Ren

Strategy 1 Details	Reviews			
Strategy 1: Implement rigorous interview and hiring processes to ensure high quality hires. Strategy's Expected Result/Impact: By May 2027, 85% of students will achieve a Student Growth Percentile (SGP) of 50 or higher, and the remaining 15% of students will achieve an SGP of at least 35, as measured by the end-of-year Renaissance STAR Growth assessment. Staff Responsible for Monitoring: Principal APs TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Priority 2: Staff - Attract, support, and retain exceptional educators and staff to ensure every student is guided and supported by an outstanding team.

Destination 2031 Measure:
Increase the number of certified foundational course teachers from 93% to 100% by 2031.

Performance Objective 2: Improve staff retention by fostering a supportive environment that prioritizes employee well-being and satisfaction.

Destination 2031 Measure:
Reduce teacher turnover from 18.4% in 2025 to 13% in 2031.

Evaluation Data Sources: Conduct Capturing Kid's Heart Staff Survey at BOY, MOY & EOY.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Establish a structured, campus system ensuring every staff member has ongoing opportunities throughout the year to share feedback via the CKH survey. Strategy's Expected Result/Impact: By EOY, CKH staff Climate & Culture Survey data will increase our score of 2.8 to 4.3 from the 2025-2026 question: "The principal provides opportunities for campus staff to give input about campus decisions." Staff Responsible for Monitoring: Principal APs Behavior Specialist Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 2				

Strategy 2 Details		Reviews			
Strategy 2: Establish campus based employee recognition and appreciation strategies that recognize exemplary staff. Strategy's Expected Result/Impact: By EOY 2027, CKH Staff Climate & Culture Survey data for "Staff recognition is built into the campus culture" will increase from 3.1 to 4.3. By EOY 2027, CKH Staff Climate & Culture Survey data for "I feel like I belong at this campus" will increase from 3.2 to 4.4. Staff Responsible for Monitoring: Principal APs Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2		Formative			Summative
		Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Southwest experiences a 37% annual staff turnover rate, undermining instructional continuity, school culture, and professional development investments. Root Cause: A perceived lack of support from administration regarding classroom support or work-life balance.

Goal 2: Priority 2: Staff - Attract, support, and retain exceptional educators and staff to ensure every student is guided and supported by an outstanding team.

Destination 2031 Measure:

Increase the number of certified foundational course teachers from 93% to 100% by 2031.

Performance Objective 3: Provide relevant professional learning experiences to ensure continuous growth.

Destination 2031 Measure:

Improve the percentage of staff that feel learning is relevant to their position from 86% to 94% by 2031.

Evaluation Data Sources: TTESS Scores

CKH Survey Data

Strategy 1 Details	Reviews			
Strategy 1: Continue to strengthen Tier 1 instruction by utilizing the campus playbook instructional strategies to support culture of alignment, shared learning and professional growth. Strategy's Expected Result/Impact: TTESS averages will increase for 85% of teachers from 2025-2026. Staff Responsible for Monitoring: Principal APs IC TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Learning 6	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Differentiate professional learning opportunities that includes job-embedded and self paced learning options (including coaching). Strategy's Expected Result/Impact: By EOY 2027, CKH Staff Climate & Culture data for the question "Our campus leadership team seeks to help campus staff with things needed to do their jobs well" will increase from 2.8 to 4.4. Staff Responsible for Monitoring: Principal Aps Guiding Coalition Problem Statements: Student Learning 6	Formative			Summative
	Oct	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 6: Despite the implementation of high-quality instructional materials, protected PLC time, intervention structures, and professional learning, an insufficient number of students are meeting grade-level expectations in reading and mathematics. **Root Cause:** Inconsistent implementation of Tier 1 instruction and intervention systems. Teachers are not consistently internalizing standards, delivering rigorous grade-level instruction, using formative assessment data to adjust instruction, or providing targeted intervention and acceleration based on student needs.

Goal 3: Priority 3: Community - Grow meaningful engagement and partnerships with parents, staff, and community members in support of our shared vision for each and every learner.

Performance Objective 1: Partner with our local community to provide opportunities that benefit our students, staff, and entire district.

Destination 2031 Measure:
Increase the percentage of parents indicating that they have a variety of ways to be involved at their child's campus from 76% to 90% by 2031.

Evaluation Data Sources: Attendance of Family Events

Strategy 1 Details	Reviews			
Strategy 1: Explore opportunities to leverage and expand community partnerships. Strategy's Expected Result/Impact: By May 2027, the campus will strengthen systems of support for students, staff, and families, resulting in at least 85% positive responses on annual student, staff, and parent climate surveys and improved school culture as measured by survey data, participation rates, and campus behavior indicators. Staff Responsible for Monitoring: Principal APs Counselor Parent Liaison TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: Partner with families each month by sharing fun, TEKS-aligned activities to try at home and offering regular opportunities to connect, learn, and stay informed about our Title I program. Strategy's Expected Result/Impact: By May 2027, the campus will strengthen systems of support for students, staff, and families, resulting in at least 85% positive responses on annual student, staff, and parent climate surveys and improved school culture as measured by survey data, participation rates, and campus behavior indicators. Staff Responsible for Monitoring: Principal APs Counselor Behavior Specialist Title I: 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Perceptions 3 Funding Sources: Family Take Home Supplies - 211 Title I, Part A - \$3,500		Formative			Summative
		Oct	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: There is a significant transparency gap regarding academic progress, as parents rarely utilize available online portals, resulting in a persistent lack of awareness concerning actual student performance. Root Cause: Online access requires parents to be proactive and seek out the information, whereas most parents rely on the information coming to them.

Goal 3: Priority 3: Community - Grow meaningful engagement and partnerships with parents, staff, and community members in support of our shared vision for each and every learner.

Performance Objective 2: Share clear and meaningful communication that builds trust and engagement.

Destination 2031 Measure:

Increase district communication satisfaction from 90% to 94% and campus communication satisfaction from 82% to 90% by 2031.

Evaluation Data Sources: Site Based Attendance
Parent Surveys

Strategy 1 Details	Reviews			
Strategy 1: Teachers will make 2 positive phone calls or messages each week to highlight student growth, kindness, or effort--not just high academic achievements. Strategy's Expected Result/Impact: By May 2027, the campus will strengthen systems of support for students, staff, and families, resulting in at least 85% positive responses on annual student, staff, and parent climate surveys compared with 2025-2026 survey as measured through family surveys, meeting feedback and documented parent communication. Staff Responsible for Monitoring: Principal Counselor APs Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 3	Formative			Summative
	Oct	Jan	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 3: There is a significant transparency gap regarding academic progress, as parents rarely utilize available online portals, resulting in a persistent lack of awareness concerning actual student performance. Root Cause: Online access requires parents to be proactive and seek out the information, whereas most parents rely on the information coming to them.

Goal 3: Priority 3: Community - Grow meaningful engagement and partnerships with parents, staff, and community members in support of our shared vision for each and every learner.

Performance Objective 3: Foster a service-oriented environment to build satisfaction and trust.

Destination 2031 Measure:
Increase parent and staff service satisfaction from [X% (baseline established 2027)] to [Y%] by 2031.

Evaluation Data Sources: Parent feedback through surveys.

Strategy 1 Details	Reviews			
Strategy 1: Through quarterly surveys, we will gather regular input from our community to ensure their voice directly drives meaningful improvements on our campus. Strategy's Expected Result/Impact: By May 2027, 100% of teachers will provide families with at least one documented, individualized communication each grading period addressing their child's learning goals, academic progress, strengths and areas for growth. As a result, positive family survey responses indicating a clear understanding of their child's progress will increase by at least 25% from the beginning of year baseline. Staff Responsible for Monitoring: Principal APs Guiding Coalition TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: Priority 4: Fiscal Management - Maximize student experiences through transparent, strategic, and sustainable fiscal management.

Performance Objective 1: Align capital and facility planning to address current and future needs.

Destination 2031 Measure:
Implement an updated long range facility master plan by May 2027 to allocate 100% of available capital funds toward highest-need campus improvements annually through 2031.

Evaluation Data Sources: CKH Surveys

Strategy 1 Details	Reviews			
Strategy 1: Audit current classroom configurations and common areas to plan for future-ready, flexible learning environments to phase in multi-use, flexible furniture and technology-integrated spaces to accommodate STEM or collaborative group work. Strategy's Expected Result/Impact: By May 2027, 100% of classrooms will maintain learning environments that support collaboration, engagement, and high-quality instruction as measured by campus walkthrough data. At least 80% of students, staff and families surveyed will report that campus learning spaces promote collaboration, creativity, student ownership and effective instructional practices. Staff Responsible for Monitoring: Principal APs Guiding Coalition	Formative			Summative
	Oct	Jan	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: Priority 4: Fiscal Management - Maximize student experiences through transparent, strategic, and sustainable fiscal management.

Performance Objective 2: Prioritize allocation of fiscal resources to improve student outcomes.

Destination 2031 Measure:

Increase the weighted per pupil discretionary funding ratio for students identified with high academic needs from \$30 to \$70 by 2031.

Evaluation Data Sources: STAR REN
Benchmark Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Allocate funds for small-group, evidence-based extended school day for students who are behind grade level and/or that need extension. Strategy's Expected Result/Impact: By the conclusion of the Spring 2026 benchmark assessments, 80% of students assessed on the Reading and Mathematics STAAR will earn at least 1.0 growth point, while the remaining 20% of students will earn at least 0.5 growth points, as measured by the hopper/dropper Lead4ward charts. By May 2027, 85% of students will achieve a Student Growth Percentile (SGP) of 50 or higher, and the remaining 15% of students will achieve an SGP of at least 35, as measured by the end-of-year Renaissance STAR Growth assessment. By May 2027, 40% of students will perform at the Meets Standard level and 60% of students will perform at or above the Approaches Standard level on district benchmark assessments. Staff Responsible for Monitoring: Principal APs ICs Teachers Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Extended Day Learning - 211 Title I, Part A - \$6,000	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: To maximize instructional effectiveness and student growth, the campus will establish a supportive learning culture using Capturing Kids' Hearts (CKH). The campus will provide high quality, research aligned supplemental instructional materials to deliver targeted Tier 2 small group interventions and intense Tier 3 individualized support. Strategy's Expected Result/Impact: By May 2027, the implementation of a dual-focused support framework will strengthen Tier 1 instruction and behavioral supports, resulting in 90% of classrooms meeting campus instructional and behavioral expectations, a 40% reduction in office discipline referrals, and increased student achievement with 40% of students meeting the Meets standard and 60% meeting or exceeding the Approaches standard on district benchmark assessments. Staff Responsible for Monitoring: Principal APs IC Teachers Problem Statements: Demographics 1 - Student Learning 2, 6 Funding Sources: CKH Premium - 211 Title I, Part A - \$5,000, CKH Recharge (October) - 211 Title I, Part A - \$5,800, 95 Percent Decodables - 211 Title I, Part A - \$1,954, Wilson Online Subscription - 211 Title I, Part A - \$2,189, Wilson Books - 211 Title I, Part A - \$1,954, Lead4ward Thinkalong Tool Kit (Feb) - 211 Title I, Part A - \$850, Lead4ward Rockin Review - 211 Title I, Part A - \$2,500		Formative			Summative
		Oct	Jan	Apr	June
Strategy 3 Details		Reviews			
Strategy 3: Implement a dual-focused support framework by deploying a specialized behavioral team (Behavioral Specialist and Paraprofessional) alongside an instructional coaching team (2 Instructional Coaches) to strengthen classroom management, foster individualized data-driven instruction, and elevate overall student achievement across all tiers. Strategy's Expected Result/Impact: By May 2027, the implementation of a dual-focused support framework will strengthen Tier 1 instruction and behavioral supports, resulting in 90% of classrooms meeting campus instructional and behavioral expectations, a 40% reduction in office discipline referrals, and increased student achievement with 40% of students meeting the Meets standard and 60% meeting or exceeding the Approaches standard on campus common formative assessments. Staff Responsible for Monitoring: Principal APs Title I: 2.53 Problem Statements: Student Learning 6 Funding Sources: Staffing Salaries - 211 Title I, Part A - \$369,000		Formative			Summative
		Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: While Hispanic students constitute the largest demographic at Southwest, they are disproportionately represented in office discipline referrals, suggesting a gap in culturally responsive behavioral interventions. **Root Cause:** Inconsistent fidelity in implementing the Capturing Kids' Hearts framework, compounded by a lack of consistent staff modeling of safe, respectful, and responsible behaviors. This is further exacerbated by a breakdown in social-emotional learning

Student Learning

Problem Statement 2: Specialized populations such as Eco Dis, SPED & Spanish language assessments are experiencing the most drastic performance dips. **Root Cause:** Due to the loss of dedicated interventionists, general education teachers are having to adjust intervention for both Tier 2 & Tier 3.

Problem Statement 6: Despite the implementation of high-quality instructional materials, protected PLC time, intervention structures, and professional learning, an insufficient number of students are meeting grade-level expectations in reading and mathematics. **Root Cause:** Inconsistent implementation of Tier 1 instruction and intervention systems. Teachers are not consistently internalizing standards, delivering rigorous grade-level instruction, using formative assessment data to adjust instruction, or providing targeted intervention and acceleration based on student needs.

Goal 4: Priority 4: Fiscal Management - Maximize student experiences through transparent, strategic, and sustainable fiscal management.

Performance Objective 3: Position the district for long-term financial sustainability.

Destination 2031 Measure:
Adopt a balanced budget over the next 5 years and maintain a fund balance of at least 21% of budgeted expenditures by 2031.

Evaluation Data Sources: Weekly budget meeting logs with principal's secretary.

Strategy 1 Details	Reviews			
Strategy 1: Establish and implement a comprehensive evaluation cycle for all existing and new programs to ensure alignment with mission and fiscal stewardship. Strategy's Expected Result/Impact: By May 2027, the campus will conduct annual program evaluations to identify low-impact initiatives and reallocate 100% of available funds to high-impact priorities that support student achievement, teacher effectiveness, and classroom instruction, as evidenced by budget documentation, program evaluation results, and improved student and staff outcomes. Staff Responsible for Monitoring: Principal APs IC Guiding Coalition	Formative			Summative
	Oct	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I

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

1.1: Description of CNA Process

Our Campus Needs Assessment (CNA) process aligns directly with guidance from the District Curriculum and Instruction Department. Comprehensive end-of-year data is gathered—including academic metrics alongside parent, student, and community survey results. Our multidisciplinary Guiding Coalition (comprising administration, instructional coaches, grade-level leaders, counselor, special education staff, and a paraprofessional) analyzes this data to complete each CNA category, draft targeted problem statements, and conduct root-cause analyses. Finally, the draft assessment is presented to the Site-Based Decision-Making Committee for review, input, and stakeholder feedback.

1.2: Location for Evidence of Multiple Meetings Held

Title I Compliance & Family Engagement: Annual Title I informational meetings will be conducted in conjunction with scheduled Family Engagement events on September 21 at 5:30 pm and October 19 at 5:00 pm. To ensure compliance and documentation integrity, corresponding agendas, sign-in sheets, and meeting minutes for both sessions will be archived in Title I Crate.

Site-Based Decision-Making (SBDM) Committee Meetings: The initial public SBDM meeting is scheduled for September 21 at 5:00 pm, featuring a targeted agenda to review and discuss the campus accountability rating; public comments will be formally recorded in the meeting minutes. Subsequent SBDM meetings will convene at 3:30 pm on December 16, February 24 and April 28. All meeting documentation—including agendas, minutes, and sign-in sheets—will be maintained in Plan4Learning under the Committees tab.

SBDM Committee Composition & Selection: The SBDM committee maintains representative stakeholder membership selected through standard campus procedures:

- **Grade-Level Representatives:** One teacher per grade level (volunteer basis)
- **Specialized Staff:** One special education teacher, one paraprofessional, one instructional coach, and one counselor
- **Community & Family Representation:** Two parent representatives and two community members

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

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

The Campus Needs Assessment (CNA) process rigorously aligns with guidance established by the District Curriculum and Instruction Department. Beginning in late winter, the campus compiles a comprehensive, multi-faceted dataset encompassing academic performance metrics alongside feedback from parent, student, and community surveys.

To ensure a thorough evaluation, our multidisciplinary Guiding Coalition—comprising campus administrators, instructional coaches, grade-level leaders, counselors, special education staff, and paraprofessionals—convenes in early April to analyze the data across all CNA categories, formulate targeted problem statements, and perform root-cause analyses.

The initial draft is presented to the Site-Based Decision-Making (SBDM) Committee in May for comprehensive review and stakeholder input. The Guiding Coalition then reconvenes in late May to incorporate committee feedback and finalize strategic goals for the upcoming year.

2.2: Stakeholders 1114(b)(2)

The Campus Needs Assessment (CNA) process rigorously aligns with guidance established by the District Curriculum and Instruction Department. Beginning in late winter, the campus compiles a comprehensive, multi-faceted dataset encompassing academic performance metrics alongside feedback from parent, student, and community surveys.

To ensure a thorough evaluation, our multidisciplinary Guiding Coalition—comprising campus administrators, instructional coaches, grade-level leaders, counselors, special education staff, and paraprofessionals—convenes in early April to analyze the data across all CNA categories, formulate targeted problem statements, and perform root-cause analyses.

The initial draft is presented to the Site-Based Decision-Making (SBDM) Committee in May for comprehensive review and stakeholder input. The Guiding Coalition then reconvenes in late May to incorporate committee feedback and finalize strategic goals for the upcoming year.

At the beginning of the new school year we then present the plan to the entire staff and discuss the process and go over each section of the CIP. From there staff has a chance to mark on the draft and provide additional feedback to be considered.

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

Upon finalization, the Campus Improvement Plan will be published on the Southwest website for public access by parents, staff, and community members.

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	7/24/2026	Cassandra Spearman	7/24/2026
Student Welfare: Discipline/Conflict/Violence Management	Assistant Superintendent of Student Services	7/24/2026	Cassandra Spearman	7/24/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of Safety and Security	7/24/2026	Cassandra Spearman	7/24/2026