College Station ISD

South Knoll Elementary School

Accountability Rating: B

Distinction Designation:
Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps, Postsecondary Readiness

2026-2027 Campus Improvement Plan

Board Approval Date:
October 20, 2026

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Mission Statement

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

Vision

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

Collective Commitments

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

Building Relationships

Developing Perseverance and Determination.

Working collaboratively to ensure student growth.

Celebrating effort and growth.

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Comprehensive Needs Assessment

Demographics

Summary

South Knoll Elementary serves a diverse student population of approximately 587 students. As a Title I campus with a 2025 Campus Accountability Score of "C", the school holds distinction designations in both ELA/Reading and Math, reflecting a deep commitment to academic excellence.
The student body is rich in cultural and linguistic diversity. The most recent data identifies the racial and ethnic composition as follows:

- Hispanic: 52.1%.
- White: 27.0%.
- African American: 15.9%.
- Asian: 2.1%.
- Two or More Races: 2.7%.

The gender balance is nearly equal, with females making up 49.57% and males 50.43% of the population. A significant portion of the student body belongs to specific support cohorts, including 66.61 % Economically Disadvantaged students and 38.5% Emergent Bilingual (EB)/English Learners.
South Knoll has seen a steady upward trend in attendance rates, climbing from 93.07% in the 2021-2022 school year to 95.07% in 2025-2026. Chronic absenteeism has simultaneously improved, dropping from 19.6% in 2021-2022 to 12.6% in 2024-2025. Current data shows that 64.9% of students have no absence issues, while 8.94% are considered chronically absent.
Mobility remains a factor in the school's planning, with a 13.4% mobility rate reported for the 2023-2024 period.

The campus focuses on Restorative Practices, which were utilized 28 times in the 2025-2026 school year. Discipline data indicates that most offenses are classified as "Inappropriate Behavior" (22 incidents), with very few severe offenses such as fighting (1) or threats (1). A demographic review of discipline shows that while African American students make up roughly 15.6% of the population, they are involved in 40.6% of total offenses, while Hispanic students (50.5% of the population) are involved in

21.8% of offenses.
Special Programs and Instructional Enrollment South Knoll provides robust support through specialized instructional programs:

- Bilingual/ESL Education: Serves 55% of the student body, reflecting the school's large Emerging Bilingual population.
- Special Education (SPED): Enrollment has remained stable at approximately 21.1% (118 students) .
- Gifted and Talented (G/T): 5.0% of students are enrolled in G/T services.

Our Staff: Experience and Dedication The professional staff at South Knoll is characterized by high levels of experience and stability.

- Teacher Experience: The average years of experience for South Knoll Elementary teachers is 13.1 years, with 44.5% of the staff having between 11 and 20 years of experience.
- Teacher-Student Ratio: The school maintains a favorable ratio of 13.1 students per teacher.
- Staff Qualifications: 30.4% of teachers hold a Master's degree, and the campus employs 20.7 educational aides (paraprofessionals), representing 29.2% of the total staff.
- Leadership: The average principal experience at the campus is 17.0 years, ensuring strong, veteran leadership.

Through this combination of an experienced staff and a resilient, diverse student body, South Knoll Elementary continues to prioritize growth and supportive practices for every child.

Strengths

South Knoll Elementary thrives as a vibrant learning community where the student body is rich in cultural and linguistic diversity. This dynamic environment is anchored by a dedicated professional staff characterized by high levels of experience and stability, ensuring that students receive consistent, expert guidance. To foster academic and personal growth, the school provides robust support through specialized instructional programs tailored to meet every child's unique needs.

This comprehensive approach to student well-being has yielded remarkable results; South Knoll has seen a steady upward trend in attendance rates, while instances of chronic absenteeism have significantly improved. Furthermore, this positive and engaging

campus culture ensures a safe, focused learning environment, as evidenced by the fact that there were very few severe behavior incidents throughout the year.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	South Knoll serves a highly vulnerable student body where 66.8% to 69.1% of students are Economically Disadvantaged. The campus faces a 13.4% student mobility rate alongside a 23.6% student attrition rate	More than two-thirds of South Knoll's student population faces the stressors of low socioeconomic status. Highly vulnerable families are more susceptible to housing and employment instability, which directly drives school changes and student attrition, disrupting instructional continuity for South Knoll's most high-needs learners.

★ = Priority

Student Learning

Summary

1. State Accountability & Overall Campus Ratings

South Knoll Elementary achieved an **overall state accountability rating of 88 (B)** for the 2025–2026 school year, representing a major leap forward in campus-wide performance. This overall rating is supported by balanced success across all three evaluation domains:

- **Student Achievement (Domain 1):** Earned a scaled score of **85 (B)**, driven strictly by a raw STAAR Performance component score of **56**. *(For SKE, as a PK–4 campus, Domain 1 evaluates STAAR performance exclusively, naturally omitting College, Career, and Military Readiness indices and graduation rates.)*

- **School Progress (Domain 2):** Earned a scaled score of **88 (B)**, featuring an **Academic Growth score of 75 (yielding a scaled score of 85, B)** and a strong **B** rating in Relative Performance (with 66.8% of the student population classified as Economically Disadvantaged).

- **Closing the Gaps (Domain 3):** Earned a scaled score of **87 (B)**, indicating highly equitable progress across specialized student populations.

Notably, the campus is **not identified** for any comprehensive support and improvement, targeted support and improvement, or additional targeted support, demonstrating that SKE's instructional gains are robust and system-wide.

Accountability Performance Summary

Accountability Domain	Raw Score	Scaled Score	Rating
Domain 1: Student Achievement (STAAR Only)	56	85	**B**
Domain 2: School Progress (Academic Growth)	75	85	**B**
Domain 2: School Progress (Relative Performance)	56	88	**B**
Domain 3: Closing the Gaps	70	87	**B**
OVERALL CAMPUS RATING	—	**88**	**B**

2. State Assessment Performance (STAAR Trends)

South Knoll Elementary has achieved an outstanding upward trajectory on state assessments. Across all grades and tested subjects, student achievement on the STAAR has steadily risen over the past three

reporting cycles:

- **Approaches Grade Level or Above:** Rose to **76%** in 2026, up from 70% in 2025 and 71% in 2024.
- **Meets Grade Level or Above:** Rose to **59%** in 2026, up from 49% in 2025 and 45% in 2024.
- **Masters Grade Level:** Rose to **32%** in 2026, up from 25% in 2025 and 24% in 2024.

This growth is highlighted by substantial subject-specific improvements. In **Reading/Language Arts (RLA)**, SKE achieved **77% Approaches, 60% Meets, and 32% Masters**, showcasing an exceptional jump in Meets-level proficiency from 48% in 2025. In **Mathematics**, SKE achieved **76% Approaches, 58% Meets, and 32% Masters**, reflecting a robust increase from 2025 scores of 68% Approaches, 50% Meets, and 27% Masters.

3-Year STAAR Performance Trends (All Grades, All Subjects)

STAAR Performance Level	2024 Results	2025 Results	2026 Results
Approaches Grade Level or Above	71%	70%	**76%**
Meets Grade Level or Above	45%	49%	**59%**
Masters Grade Level	24%	25%	**32%**

3. Local Benchmarks & Academic Progress (NWEA MAP)

Local NWEA MAP Growth benchmarks (Fall 2025 to Spring 2026) strongly reinforce these gains, demonstrating high rates of individual progress that consistently exceed national norms:

- **Mathematics:** Every single grade level (K–4) exceeded their Projected School Growth in Math, placing the school in the **70th to 85th percentiles nationally for growth**. In Grade 4, **79% of students** met or exceeded their individual growth targets.
- **Reading (English):** Reading growth in Grades 2 and 3 was exceptional, placing SKE in the **92nd and 93rd conditional growth percentiles** nationally. In Grade 3, **77% of students** met their individual growth projections.
- **Reading (Spanish):** Supporting the dual-language and bilingual population, Grade 3 Spanish Reading students demonstrated exceptional growth, with **70% meeting or exceeding individual growth projections**.

- **Science:** Grades 2 and 3 demonstrated explosive progress. Grade 2 achieved a school conditional growth index (CGI) of 2.41, putting them in the **99th percentile nationally for growth**, while Grade 3 followed in the **97th percentile** (CGI of 1.88).

4. Special Education & Emergent Bilingual Subgroup Progress

South Knoll Elementary serves high-needs populations with highly effective, targeted instructional interventions. Key subgroup progress includes:

- **Special Education (SPED):** Serving 118 students (21.1% of the total student body), SKE has successfully driven equitable progress. On the 2026 STAAR, SPED students achieved **56% Approaches, 34% Meets, and 15% Masters** in all subjects—representing a substantial improvement from 2025 (50% Approaches, 28% Meets, and 10% Masters). On local MAP benchmarks, **83% of Grade 3 SPED students** successfully met or exceeded their individual Math growth targets.

- **Emergent Bilingual (EB) / English Learners:** Serving 308 students (55.0% of the student body), the Bilingual/ESL program has delivered substantial gains. Evaluated together, current and monitored EB students achieved **65% Approaches, 45% Meets, and 19% Masters** on the 2026 STAAR—a massive leap from 51% Approaches and 34% Meets in 2025. Furthermore, **42% of eligible EB students** demonstrated composite English proficiency progress on the 2026 TELPAS assessment.

5. Attendance, Chronic Absenteeism, & Student Engagement

SKE has established a strong, positive campus culture that directly supports student learning through improved engagement and attendance indicators:

- **Five-Year Upward Attendance Trend:** SKE has achieved a steady, uninterrupted upward trend in annual attendance: **93.07%** in 2021–22, **94.12%** in 2022–23, **94.45%** in 2023–24, **94.72%** in 2024–25, and peaking at **95.07% in 2025–26**.

- **Reduction in Chronic Absenteeism:** Through targeted outreach and systemic support, chronic absenteeism has dropped from a high of 19.6% in 2021–22 to **12.6% in 2024–25**. Real-time 2025–26 local data indicates that 64.9% of students have zero absence issues, while only 8.94% are chronically absent.

- **Low Student Retention Rates:** Due to highly effective early Tier-1 and Tier-2 interventions, SKE maintains a **0.0% student retention rate** across Kindergarten, Grade 1, Grade 2, and Grade 4, with Grade 3 holding a minimal, isolated retention rate of 1.4%.

- **Proactive Restorative Discipline:** SKE prioritizes keeping students in the classroom. The campus utilized Restorative Practices **28 times** in 2025–26 as a primary response to behavior, ensuring that out-of-school and in-school suspensions remain extremely rare (e.g., only 1 recorded instance of fighting and 1 instance of insubordination campus-wide).

Strengths

- All grade levels (K–4) exceeded their NWEA MAP projected school growth in Mathematics, landing between the 70th and 85th percentiles nationally for growth. Science growth in Grades 2 and 3 was strong, placing SKE in the 99th and 97th percentiles nationally.

- South Knoll has achieved a steady, five-year upward trend in student attendance, climbing from 93.07% to 95% to 95.07% in the 2025-2026 school year.

- The campus has successfully kept severe behavioral incidents extremely low, recording only one instance of fighting and one of insubordination during the entire 2025–2026 school year.

- Grade 3 Spanish Reading students demonstrated exceptional growth, with 70% of students meeting or exceeding their individual growth targets.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	South Knoll does not currently have a consistent, campus wide system for collecting, documenting, and routinely analyzing Tier III intervention data. As a result, the campus cannot consistently measure student response to Tier III intervention or use evidence to determine when interventions, goals, or student groupings should be adjusted.	The campus has not yet established common expectations, tools, ownership, and scheduled data-review cycles for Tier III progress monitoring, resulting in inconsistent documentation and limited evidence of intervention effectiveness.
2 ★	While South Knoll has established strong collaborative structures and flexible grouping, teacher teams are not yet consistently using measurable mastery goals and progress-monitoring data to determine the impact of instruction and intervention on essential-standard mastery.	Campus implementation of flexible grouping has developed more quickly than common practices for setting mastery goals, monitoring progress, and using results to make instructional decisions.
3 ★	South Knoll serves a highly vulnerable student body where 66.8% to 69.1% of students are Economically Disadvantaged. The campus faces a 13.4% student mobility rate alongside a 23.6% student attrition rate	More than two-thirds of South Knoll's student population faces the stressors of low socioeconomic status. Highly vulnerable families are more susceptible to housing and employment instability, which directly drives school changes and student attrition, disrupting instructional continuity for South Knoll's most high-needs learners.

★ = Priority

School Processes & Programs

Summary

Strengthening Instructional Leadership and RtI Systems Comprehensive Review

Identified Area	Current Reality	Prioritized Need	Action Steps
Instructional Leadership Team (ILT) Structures & Responsibilities	Currently the South Knoll ILT is composed of the Principal, Assistant Principal, Math Instructional Coach, RLA Instructional Coach and MTSS Coach.	The Assistant Principal will be new to our campus, new to elementary school, and new to working with bilingual students. In addition our MTSS Coach will be new to the role and new to the campus. We have had the benefit of being a stable team for many years and adding a new team member means we need to make no assumptions and communicate with each other clearly and frequently.	The Instructional Leadership Team will meet every Tuesday at 8:30 am.
Leadership Team Meeting Agenda and Protocols	The Instructional Leadership Team met on Tuesday mornings, an hour prior to the first CTM meeting. Discussion would include the needs of each grade level during their CTM and specific needs of teachers. This meeting was held without a formal agenda. Often all members of the team were not able to be present based on the immediate needs of teachers and students.	In order for discussions and information to be available for team members who might be unable to attend and to ensure that all relevant topics are discussed a structured agenda needs to be created for the Instructional Leadership Team meetings.	Weekly meetings have already been scheduled on the calendar for the 2026-2027 calendar year. An agenda template has been shared with the team and also linked in the calendar invitation for easy access for all.
Faculty Meeting focus & Alignment to instructional Priorities	Meetings are scheduled every Tuesday. The meetings rotate in this fashion: 1st Tuesday: Guiding Coalition 2nd Tuesday: Learning Series 3rd Tuesday: Faculty Meeting 4th Tuesday: Dual Language	This format has proven to be very successful. With adding 10 minutes to the school day last year, splitting the professional development piece apart from the business meeting of a faculty meeting meant that we were able to	We will continue this format of meeting structure for the 2026-2027 school year. One change we will make for the upcoming school year is to adjust the dual language meetings. We will meet with the entire dual language team in odd

		devote attention to both without feeling rushed or asking staff to stay well beyond the end of the school day. During our Learning Series times were able to provide training on district instructional initiatives as well as a campus focus on student discourse and active engagement. We also used this as an opportunity for teachers to model for their peers to promote a culture of collaboration and trust.	numbered months and a dual language task force (similar to a guiding coalition for the dual language program) will meet in even numbered months. Learning Series Meetings will continue to be used to focus on campus and/or district instructional priorities. The campus has already identified a need to focus on writing across content areas as an instructional priority based on prior year campus data. As we progress through the year, this topic may be adjusted based on current data.
Collaborative Team Meetings	Grade levels meet in CTMs two days a week during their conference periods. Time is split between the two days: one day typically is devoted to unpacking standards and planning, the second day is devoted to planning flex groups and analyzing progress toward essential mastery.	During the 25-26 school year, CTMs began the work of establishing mastery goals for each essential and tracking progress of student mastery of essentials in flex groups. Our practice with goal setting and progress monitoring is still in the beginning stages and improving this practice will be a focus of the 26-27 school year. Additionally, we are moving the responsibility of providing Tier III intervention to the classroom teachers. This transition will be new for teachers and will require support during CTMs.	Shawn Creswell will work with the Guiding Coalition on July 23rd specifically focusing on goal setting, progress monitoring and celebrating success to build momentum. Additionally, one CTM meeting per month will be devoted to reviewing Tier III intervention data and groups.
Leadership Team Ownership & use of classroom walkthroughs	The Instructional Leadership Team met on Tuesday mornings, an hour prior to the first CTM meeting. Discussion would include the needs of each grade level during their CTM and specific needs of teachers based on what has been observed in classrooms. This meeting was held without a formal agenda. Often all members of the team were not able to be present based on the	In order for discussions and information to be available for team members who might be unable to attend and to ensure that all relevant topics including a purposeful discussion of walkthrough data are discussed a structured agenda needs to be created for the Instructional Leadership Team meetings.	Weekly meetings have already been scheduled on the calendar for the 2026-2027 calendar year. An agenda template has been shared with the team and also linked in the calendar invitation for easy access for all. This will be of utmost importance as we come together as a leadership team with new members. The leadership team will

	immediate needs of teachers and students.		also collaborate to create a walkthrough form to track our progress with CSISD Learning Essentials and campus identified priorities. Our discussions during this time will be used to identify focus areas for our Learning Series Meetings on the second Tuesday of each month.
RtI/MTSS process & intervention systems	During the 2025-2026 school year, as a campus we focused on improving our Tier II systems involving flexible grouping. Every grade level flexed on learning targets from identified essential standards as part of the instructional day. Tier III intervention was managed by our MTSS coach. The coach was tasked with planning intervention for identified students and then supervising paraprofessionals who were tasked with delivering the intervention and communicating progress monitoring information back to the MTSS Coach. Formal SIT (MTSS Meetings) were held after each MAP administration.	One of the biggest needs in our current RtI/MTSS process is the need for a system for data tracking of Tier III interventions. Staff is working diligently with students, but we don't have data to document that work. Additionally, we don't have specific data that highlights student progress or needs. The lack of this information makes the work at Tier III less effective and at times frustrating. Reviewing data more frequently to adjust groups based on student needs is also a need in this area. We made great strides with Tier II intervention and flexing on essential standards. To improve our work in this area, we continue to work on setting goals for essential mastery and tracking progress toward these goals.	-Shifting responsibility of Tier III intervention to classroom teachers. - standardizing the way data is collected and reported - devoting 1 CTM meeting per month to Tier III data review

Strengths

South Knoll has established consistent collaborative structures that provide teachers protected opportunities to plan instruction, unpack essential standards, analyze student learning, and respond to student needs. Grade-level teams meet twice weekly, with time intentionally divided between instructional planning and flex-group planning/progress monitoring.

South Knoll has developed a strong foundation for Tier II intervention through campus wide flexible grouping aligned to identified essential standards. All grade levels provide flex instruction during the instructional day, creating a systematic opportunity for students to receive additional support based on identified learning targets.

South Knoll has established a purposeful professional-learning structure that separates professional development from routine faculty business and allows sustained attention to campus and district instructional priorities.

The Learning Series has been used to provide training around student discourse and active engagement while also giving teachers

opportunities to model effective practices for their peers, supporting a culture of collaboration and trust

South Knoll demonstrates a culture of reflection and continuous improvement in which existing systems are evaluated and adjusted rather than simply continued from year to year. Campus leaders have identified specific opportunities to strengthen ILT structures, walkthrough practices, goal setting, progress monitoring, and Tier III intervention and have developed concrete action steps for 2026–2027.

For example, the campus has already identified writing across content areas as an instructional priority based on prior-year data while maintaining the flexibility to adjust the focus as current-year data becomes available.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	South Knoll does not currently have a consistent, campus wide system for collecting, documenting, and routinely analyzing Tier III intervention data. As a result, the campus cannot consistently measure student response to Tier III intervention or use evidence to determine when interventions, goals, or student groupings should be adjusted.	The campus has not yet established common expectations, tools, ownership, and scheduled data-review cycles for Tier III progress monitoring, resulting in inconsistent documentation and limited evidence of intervention effectiveness.
2 ★	While South Knoll has established strong collaborative structures and flexible grouping, teacher teams are not yet consistently using measurable mastery goals and progress-monitoring data to determine the impact of instruction and intervention on essential-standard mastery.	Campus implementation of flexible grouping has developed more quickly than common practices for setting mastery goals, monitoring progress, and using results to make instructional decisions.
3 ★	Although families generally feel connected to South Knoll and aware of school activities, communication is not consistently reaching families early enough or frequently enough for them to effectively plan for upcoming events and opportunities.	Information may be coming from multiple sources; event information may not be distributed far enough in advance; families may not know which communication source should be their primary source; and communication practices may vary across school, classroom, and PTO events.
4 ★	While South Knoll families report strong connections to the school community, some families do not yet feel sufficiently equipped with the information and resources needed to confidently support their child's academic learning at home.	families may need clearer information about grade-level expectations; teachers may vary in how they communicate ways to practice skills at home; families may need easier access to academic resources; and academic family events may need to include more hands-on opportunities for parents to learn strategies they can use with their children.
5 ★	South Knoll serves a highly vulnerable student body where 66.8% to 69.1% of students are Economically Disadvantaged. The campus faces a 13.4% student mobility rate alongside a 23.6% student attrition rate	More than two-thirds of South Knoll's student population faces the stressors of low socioeconomic status. Highly vulnerable families are more susceptible to housing and employment instability, which directly drives school changes and student attrition, disrupting instructional continuity for South Knoll's most high-needs learners.

★ = Priority

Perceptions

Summary

In June of 2026, South Knoll parents were sent a Thought Exchange survey entitled “South Knoll Elementary Family Engagement Survey”. A detailed summary of survey results can be found by clicking the link below:

Parent Engagement Survey.docx

The following is a brief summary of the survey results.

1. Who is Currently Engaged and Who is Missing?

- Currently Engaged: A large portion of the community feels highly engaged. Specifically, 92% of families participate in "Meet the Teacher" and 76% participate in "Family Nights". A strong majority feel welcome (95% favorability) and encouraged to participate in school activities.
- Who is Missing: Families restricted by work schedules (affecting 47% of respondents) and those experiencing a lack of information (26%) or issues with event timing (24%) are currently missing out on full participation.

2. Consistency and Accessibility of Communication Systems

- System Accessibility: The systems are highly accessible for the vast majority via electronic and print media, with 95% favoring email and 74% favoring printed flyers.
- Consistency and Timing Flaws: While 79% feel they receive info via methods that work for them, the actual consistency and timeliness have room for improvement. Only 66% of families feel the school communicates important information in a timely manner. The survey explicitly notes a community need for more frequent and advanced notice of events.

3. Connection Between Engagement and Student Learning Outcomes
   - With each family event, students and families are given materials and resources they can take home to continue to practice needed academic skills.
4. Family Understanding of Learning and Performance

- Moderate Understanding: There is a moderate level of understanding, but it is one of the lower-scoring areas in the survey.
- Data Point: Only 68% of families explicitly agree or understand how to support their child's learning at home.

5. Missing Consistent Home-School Academic Connections

- Actionable Home Support: The data highlights a gap in providing parents with the tools to reinforce academics at home, given that 32% of parents do not fully grasp how to support home learning.
- Desire for Deeper Engagement: Families explicitly voiced a desire for more hands-on learning opportunities and interactive experiences rather than just passive attendance at school events.

6. Student Groups Needing Intentional Engagement

- Language Demographics: The survey respondents were overwhelmingly English-speaking (89% English vs. 11% Spanish). To ensure equitable support, more intentional outreach may be required to engage and capture feedback from Spanish-speaking families and any other language demographics not fully represented.
- Socioeconomic / Working Class Groups: Because work schedules were cited as the single largest barrier to engagement (47%), families with rigid hourly shifts, evening work, or multiple jobs need highly intentional, flexible scheduling or alternative digital engagement to support their children's learning.

In survey responses, many families indicated they did not receive enough advanced notification of campus events to adequately plan. The campus plans to take the following steps to increase parent communication. These strategies will be included in the 2026-2027 Campus Improvement Plan.

- Send communication to parents regarding upcoming events one month in advance with reminders closer to the event.
- Update the South Knoll website to include information about upcoming events.
- A digital display will be scrolling through campus information for parents to view any time they are in the office

Strengths

The survey data referenced about revels several strengths. South Knoll has built the relationship foundation. Families feel welcome, connected, encouraged to participate, and have meaningful opportunities for involvement. Ninety-five percent of families surveyed reported they feel welcome at South Knoll and 89% indicated they feel connected to the South Knoll community. We believe the following efforts contribute to that foundation.

- South Knoll provides a variety of meaningful family engagement opportunities that encourage families to participate and build connections with the school community.
- South Knoll effectively provides school information in languages that are accessible to responding families, supporting inclusive family communication.
- South Knoll staff have developed positive relationships with families and are generally perceived as approachable, responsive, and supportive.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Although families generally feel connected to South Knoll and aware of school activities, communication is not consistently reaching families early enough or frequently enough for them to effectively plan for upcoming events and opportunities.	Information may be coming from multiple sources; event information may not be distributed far enough in advance; families may not know which communication source should be their primary source; and communication practices may vary across school, classroom, and PTO events.
2 ★	While South Knoll families report strong connections to the school community, some families do not yet feel sufficiently equipped with the information and resources needed to confidently support their child's academic learning at home.	families may need clearer information about grade-level expectations; teachers may vary in how they communicate ways to practice skills at home; families may need easier access to academic resources; and academic family events may need to include more hands-on opportunities for parents to learn strategies they can use with their children.

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Priority Problem Statements

	Problem Statement	Root Cause
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★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- ☑ **State and federally required assessment information**
- ☑ **STAAR current and longitudinal results, including all versions**
- ☑ **STAAR Emergent Bilingual (EB) progress measure data**
- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

Student Data: Student Groups

- ☑ **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- ☑ **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- ☑ **Special education/non-special education population including discipline, progress and participation data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**

Employee Data

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

Goals

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

Performance Objective 1 ☑ High Priority

By September of 2026, South Knoll Elementary will implement a common intervention period (Flex time) based on student mastery of essential standards as determined by CFA data. The school aims for a 100% of students to demonstrate mastery of essential standards.

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

Strategy 1

Grade level teachers will meet weekly specifically to plan instruction focused on answering questions 1 and 2 (What do we want students to learn? and How will we know if they learned it?) of the PLC process.

Strategy's Expected Result/Impact: Increased student performance

Staff Responsible for Monitoring: Principal
Assistant Principal

Problem Statements: Student Learning 2 - School Processes & Programs 2

Funding Sources: Intervention Materials 211 Title I, Part A, $22,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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Strategy 2

Grade level teachers will meet weekly in collaborative team meetings (CTM). During CTM time, teachers will utilize information from grade level planning meetings to review student data from common formative assessments to answer questions 3 and 4 of the PLC process (How will we respond when some students do not learn? and How will we extend the learning for students who have demonstrated proficiency) to plan specific interventions based on student needs.

Strategy's Expected Result/Impact: Increased Student Achievement

Staff Responsible for Monitoring: MTSS Coach
Campus Principal
Assistant Principal

Problem Statements: Student Learning 2 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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Strategy 3

Grade level teachers will utilize interventions planned during CTM meetings to deliver customized interventions to groups of students based on identified need during grade level Flex time.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: MTSS Coach
Principal
Assistant Principal

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, 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

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	South Knoll does not currently have a consistent, campus wide system for collecting, documenting, and routinely analyzing Tier III intervention data. As a result, the campus cannot consistently measure student response to Tier III intervention or use evidence to determine when interventions, goals, or student groupings should be adjusted.	The campus has not yet established common expectations, tools, ownership, and scheduled data-review cycles for Tier III progress monitoring, resulting in inconsistent documentation and limited evidence of intervention effectiveness.
2	While South Knoll has established strong collaborative structures and flexible grouping, teacher teams are not yet consistently using measurable mastery goals and progress-monitoring data to determine the impact of instruction and intervention on essential-standard mastery.	Campus implementation of flexible grouping has developed more quickly than common practices for setting mastery goals, monitoring progress, and using results to make instructional decisions.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	South Knoll does not currently have a consistent, campus wide system for collecting, documenting, and routinely analyzing Tier III intervention data. As a result, the campus cannot consistently measure student response to Tier III intervention or use evidence to determine when interventions, goals, or student groupings should be adjusted.	The campus has not yet established common expectations, tools, ownership, and scheduled data-review cycles for Tier III progress monitoring, resulting in inconsistent documentation and limited evidence of intervention effectiveness.
2	While South Knoll has established strong collaborative structures and flexible grouping, teacher teams are not yet consistently using measurable mastery goals and progress-monitoring data to determine the impact of instruction and intervention on essential-standard mastery.	Campus implementation of flexible grouping has developed more quickly than common practices for setting mastery goals, monitoring progress, and using results to make instructional decisions.

Performance Objective 2 ☑ High Priority

By October 2026, students will engage in reflective practices with teacher guidance, monitor their progress, set learning goals, and identify next steps for improvement. Success will be measured by students' ability to set at least one new learning goal and demonstrate progress in their reflection logs,

which will be reviewed by the teacher.

Evaluation Data Source: Student Goal Setting Notebooks

Strategy 1

Using beginning of the year assessment data, students will create individual data tracking notebooks.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: MTSS Coach
Principal
Assistant Principal

Problem Statements: Student Learning 2 - School Processes & Programs 2

Funding Sources: Notebooks, Dividers 211 Title I, Part A, $1,606

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

As new student data is available (mastery of essential standards, MAP data, student identified goals) students will update data notebooks and set new personal goals.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: MTSS Coach
Principal
Assistant Principal

Problem Statements: Student Learning 2 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3

With classroom teacher support, students will use the goal setting notebooks to share their progress with families during student led parent conferences and an end of the year campus-wide celebration of growth.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: MTSS Coach
Principal
Assistant Principal

Problem Statements: Student Learning 2 - School Processes & Programs 2

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	While South Knoll has established strong collaborative structures and flexible grouping, teacher teams are not yet consistently using measurable mastery goals and progress-monitoring data to determine the impact of instruction and intervention on essential-standard mastery.	Campus implementation of flexible grouping has developed more quickly than common practices for setting mastery goals, monitoring progress, and using results to make instructional decisions.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	While South Knoll has established strong collaborative structures and flexible grouping, teacher teams are not yet consistently using measurable mastery goals and progress-monitoring data to determine the impact of instruction and intervention on essential-standard mastery.	Campus implementation of flexible grouping has developed more quickly than common practices for setting mastery goals, monitoring progress, and using results to make instructional decisions.

Performance Objective 3 ☑ High Priority

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

Evaluation Data Source: TTESS goals
Coaching logs
Professional Development Attendance

Strategy 1

New members of the South Knoll Guiding Coalition will attend a PLC at Work conference to build capacity of the South Knoll Guiding Coalition.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 2 - School Processes & Programs 2

Funding Sources: Professional Development Travel & Registration 211 Title I, Part A, $10,000

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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Strategy 2

Consult with a Solution Tree trainer to receive personalized coaching to accelerate and improve PLC culture at South Knoll Elementary.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 2 - School Processes & Programs 2

Funding Sources: Solution Tree Consultant 211 Title I, Part A, $14,200

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	While South Knoll has established strong collaborative structures and flexible grouping, teacher teams are not yet consistently using measurable mastery goals and progress-monitoring data to determine the impact of instruction and intervention on essential-standard mastery.	Campus implementation of flexible grouping has developed more quickly than common practices for setting mastery goals, monitoring progress, and using results to make instructional decisions.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	While South Knoll has established strong collaborative structures and flexible grouping, teacher teams are not yet consistently using measurable mastery goals and progress-monitoring data to determine the impact of instruction and intervention on essential-standard mastery.	Campus implementation of flexible grouping has developed more quickly than common practices for setting mastery goals, monitoring progress, and using results to make instructional decisions.

Performance Objective 4 ☑ High Priority

By the end of the 2026-2027 school year, teachers will progressively release ownership of student goal-setting and progress-tracking to students, so that by the fourth 9 weeks grading period, 100% of students independently write their own goals and update their own data following each assessment, as evidenced by notebook showing increasing student authorship and decreasing teacher-directed entries.

Evaluation Data Source: Student Goal Tracking Development
Student Learning Outcomes

Strategy 1

Use PLCs to collaboratively develop and refine grade-level expectations for student goal-setting and progress monitoring, review student data notebooks, share effective practices, and calibrate expectations for increasing student independence.

Strategy's Expected Result/Impact: Clarity in expectations and collaboration with teachers

Staff Responsible for Monitoring: Campus Administration
Instructional Coaches (Reading, Math, MTSS)

Problem Statements: Student Learning 2 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2

Provide teachers with professional learning, exemplars, and resources for developmentally appropriate student goal-setting, data tracking, reflection, and gradual release of responsibility.

Strategy's Expected Result/Impact: Increased teacher support in this area will help with classroom implementation.

Staff Responsible for Monitoring: Campus Administration
Instructional Coaches (Reading, Math, MTSS)

Problem Statements: Student Learning 2 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 3

Engage students in regular individual or small-group data conferences in which students use their data notebooks to communicate progress toward goals, celebrate growth, identify areas of need, and determine next steps for learning.

Strategy's Expected Result/Impact: Progress toward making the data notebooks a tool for student ownership rather than a compliance activity,

Staff Responsible for Monitoring: Principal
MTSS Coach

Problem Statements: Student Learning 2 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	While South Knoll has established strong collaborative structures and flexible grouping, teacher teams are not yet consistently using measurable mastery goals and progress-monitoring data to determine the impact of instruction and intervention on essential-standard mastery.	Campus implementation of flexible grouping has developed more quickly than common practices for setting mastery goals, monitoring progress, and using results to make instructional decisions.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	While South Knoll has established strong collaborative structures and flexible grouping, teacher teams are not yet consistently using measurable mastery goals and progress-monitoring data to determine the impact of instruction and intervention on essential-standard mastery.	Campus implementation of flexible grouping has developed more quickly than common practices for setting mastery goals, monitoring progress, and using results to make instructional decisions.

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

Performance Objective 1 ☑ High Priority

By September of 2026, a vertical team of South Knoll dual language teachers will meet to study the academic and language acquisition progress of South Knoll emergent bilingual students. Success will be measured by an increase in the percentage of students demonstrating English proficiency and meeting or exceeding academic benchmarks by the end of the 2026-27 school year.

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

Strategy 1

A dual language task force will be created to plan and guide the work of the campus dual language vertical team.

Strategy's Expected Result/Impact: Increased Student Achievement

Staff Responsible for Monitoring: Principal
Assistant Principal

Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 1, 5

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2

Dual language vertical team will meet monthly to discuss progress of emergent bilingual students and to create intervention strategies specific to needs of the emergent bilingual students to be implemented during classroom instruction and during Flex time.

Strategy's Expected Result/Impact: Increased student performance

Staff Responsible for Monitoring: Principal
Assistant Principal

Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 1, 5

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	South Knoll serves a highly vulnerable student body where 66.8% to 69.1% of students are Economically Disadvantaged. The campus faces a 13.4% student mobility rate alongside a 23.6% student attrition rate	More than two-thirds of South Knoll's student population faces the stressors of low socioeconomic status. Highly vulnerable families are more susceptible to housing and employment instability, which directly drives school changes and student attrition, disrupting instructional continuity for South Knoll's most high-needs learners.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	South Knoll does not currently have a consistent, campus wide system for collecting, documenting, and routinely analyzing Tier III intervention data. As a result, the campus cannot consistently measure student response to Tier III intervention or use evidence to determine when interventions, goals, or student groupings should be adjusted.	The campus has not yet established common expectations, tools, ownership, and scheduled data-review cycles for Tier III progress monitoring, resulting in inconsistent documentation and limited evidence of intervention effectiveness.

3	South Knoll serves a highly vulnerable student body where 66.8% to 69.1% of students are Economically Disadvantaged. The campus faces a 13.4% student mobility rate alongside a 23.6% student attrition rate	More than two-thirds of South Knoll's student population faces the stressors of low socioeconomic status. Highly vulnerable families are more susceptible to housing and employment instability, which directly drives school changes and student attrition, disrupting instructional continuity for South Knoll's most high-needs learners.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	South Knoll does not currently have a consistent, campus wide system for collecting, documenting, and routinely analyzing Tier III intervention data. As a result, the campus cannot consistently measure student response to Tier III intervention or use evidence to determine when interventions, goals, or student groupings should be adjusted.	The campus has not yet established common expectations, tools, ownership, and scheduled data-review cycles for Tier III progress monitoring, resulting in inconsistent documentation and limited evidence of intervention effectiveness.
5	South Knoll serves a highly vulnerable student body where 66.8% to 69.1% of students are Economically Disadvantaged. The campus faces a 13.4% student mobility rate alongside a 23.6% student attrition rate	More than two-thirds of South Knoll's student population faces the stressors of low socioeconomic status. Highly vulnerable families are more susceptible to housing and employment instability, which directly drives school changes and student attrition, disrupting instructional continuity for South Knoll's most high-needs learners.

Performance Objective 2 ☑ High Priority

By September of 2026, students who demonstrate a need for intervention beyond grade level flex time will participate in intervention related to gaps in foundational skills. Success will be measured by students demonstrating mastery in identified knowledge and skill gaps.

Evaluation Data Source: Progress monitoring data
Intervention Resources
MAP data

Strategy 1

Utilizing the RtI at Work model and student beginning of the year assessment data, students will be identified for Tier III intervention.

Strategy's Expected Result/Impact: Increased student performance

Staff Responsible for Monitoring: MTSS coach
Principal
Assistant Principal

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2

Identified students will participate in Tier III intervention that is tailored to their unique needs.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: MTSS Coach

Problem Statements: Student Learning 1 - School Processes & Programs 1

Funding Sources: Resources/Materials 211 Title I, Part A, $2,000, Academic Tutor 211 Title I, Part A, $8,400, Instructional Assistants 211 Title I, Part A, $114,645

Title I: 2.5.1, 2.5.2

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 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	South Knoll does not currently have a consistent, campus wide system for collecting, documenting, and routinely analyzing Tier III intervention data. As a result, the campus cannot consistently measure student response to Tier III intervention or use evidence to determine when interventions, goals, or student groupings should be adjusted.	The campus has not yet established common expectations, tools, ownership, and scheduled data-review cycles for Tier III progress monitoring, resulting in inconsistent documentation and limited evidence of intervention effectiveness.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	South Knoll does not currently have a consistent, campus wide system for collecting, documenting, and routinely analyzing Tier III intervention data. As a result, the campus cannot consistently measure student response to Tier III intervention or use evidence to determine when interventions, goals, or student groupings should be adjusted.	The campus has not yet established common expectations, tools, ownership, and scheduled data-review cycles for Tier III progress monitoring, resulting in inconsistent documentation and limited evidence of intervention effectiveness.

Performance Objective 3 ☑ High Priority

By the end of the 2026-2027 school year, South Knoll will increase the percentage of students receiving Special Education services who achieve Approaches or above in Reading and Math, while maintaining or increasing student growth, through targeted progress monitoring, collaborative planning, and responsive instructional practices.

Evaluation Data Source: MAP Projected Performance
Essential Standards Mastery
IEP Progress

Strategy 1

Monitor Special Education student mastery of identified essential standards using common formative assessments and other campus data, and provide timely reteach, intervention, or enrichment based on demonstrated student need

Strategy's Expected Result/Impact: Increased mastery of identified grade level essential standards

Staff Responsible for Monitoring: Campus Administration
Instructional Coaches
Classroom & Special Education Teachers

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2

Use student-level data to identify Special Education students who demonstrate growth but have not yet reached grade-level proficiency, and develop targeted instructional plans designed to move those students toward Meets Grade Level performance

Strategy's Expected Result/Impact: Increased student performance

Staff Responsible for Monitoring: Principal
SPED Staff
MTSS Coach

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	South Knoll does not currently have a consistent, campus wide system for collecting, documenting, and routinely analyzing Tier III intervention data. As a result, the campus cannot consistently measure student response to Tier III intervention or use evidence to determine when interventions, goals, or student groupings should be adjusted.	The campus has not yet established common expectations, tools, ownership, and scheduled data-review cycles for Tier III progress monitoring, resulting in inconsistent documentation and limited evidence of intervention effectiveness.

2	While South Knoll has established strong collaborative structures and flexible grouping, teacher teams are not yet consistently using measurable mastery goals and progress-monitoring data to determine the impact of instruction and intervention on essential-standard mastery.	Campus implementation of flexible grouping has developed more quickly than common practices for setting mastery goals, monitoring progress, and using results to make instructional decisions.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	South Knoll does not currently have a consistent, campus wide system for collecting, documenting, and routinely analyzing Tier III intervention data. As a result, the campus cannot consistently measure student response to Tier III intervention or use evidence to determine when interventions, goals, or student groupings should be adjusted.	The campus has not yet established common expectations, tools, ownership, and scheduled data-review cycles for Tier III progress monitoring, resulting in inconsistent documentation and limited evidence of intervention effectiveness.
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Goal 3

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

Performance Objective 1

☑ **High Priority**

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

Evaluation Data Source: Updated Behavior Matrix
Behavior Referral Data

Strategy 1

Review and update campus common area expectations

Strategy's Expected Result/Impact: Safe and orderly environment that is conducive to learning
More time on task in classrooms

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2

Use the strategies in Behavior Solutions to update schoolwide behavior matrix.

Strategy's Expected Result/Impact: Safe, orderly, positive environment that is conducive to learning.
Increased time on task
Student academic and behavioral growth

Staff Responsible for Monitoring: Campus Administrators
MTSS Instructional Coach
Counselor

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 3

Use Character Strong (character education curriculum) to promote positive relationships among students, staff and families.

Strategy's Expected Result/Impact: Positive campus climate

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 4

Include a progress monitoring or goal setting form related to Character Strong or other behavioral goal in student data/goal notebooks.

Strategy's Expected Result/Impact: Students able to track, monitor, and reflect on their growth
Improved Student behavior

Staff Responsible for Monitoring: MTSS Instructional Coach
Campus Administrator

Problem Statements: Student Learning 2 - School Processes & Programs 2

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	South Knoll does not currently have a consistent, campus wide system for collecting, documenting, and routinely analyzing Tier III intervention data. As a result, the campus cannot consistently measure student response to Tier III intervention or use evidence to determine when interventions, goals, or student groupings should be adjusted.	The campus has not yet established common expectations, tools, ownership, and scheduled data-review cycles for Tier III progress monitoring, resulting in inconsistent documentation and limited evidence of intervention effectiveness.
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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	South Knoll does not currently have a consistent, campus wide system for collecting, documenting, and routinely analyzing Tier III intervention data. As a result, the campus cannot consistently measure student response to Tier III intervention or use evidence to determine when interventions, goals, or student groupings should be adjusted.	The campus has not yet established common expectations, tools, ownership, and scheduled data-review cycles for Tier III progress monitoring, resulting in inconsistent documentation and limited evidence of intervention effectiveness.

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Performance Objective 2 ☑ High Priority

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

Evaluation Data Source: Sign In Sheets from events

Strategy 1

Host a summer reading program in the South Knoll Library that includes a brief library lesson, activities, check out, and incentives to current South Knoll students and siblings.

Strategy's Expected Result/Impact: Positive relationships with families
Maintenance of skills during break

Staff Responsible for Monitoring: Librarian
Campus Administrators

Problem Statements: Demographics 1 - Student Learning 2, 3 - School Processes & Programs 2, 3, 5 - Perceptions 1

Funding Sources: Extra Duty Pay 211 Title I, Part A, $400

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2

Hold student led conferences using student's data notebooks to show parents their child's social and academic growth.

Strategy's Expected Result/Impact: Increased student performance
Positive interactions with families

Staff Responsible for Monitoring: Increased student performance
Positive interactions with families

Problem Statements: Student Learning 2 - School Processes & Programs 2, 4 - Perceptions 2

Funding Sources: 211 Title I, Part A, $1,000

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 3

Provide parents with tools needed to work with children at home including books, supplies, and manipulatives.

Strategy's Expected Result/Impact: Student growth
Positive relationships with families

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: Student Learning 2 - School Processes & Programs 2

Funding Sources: Learning Resources for families 211 Title I, Part A, $1,120

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 4

Survey families to gauge interest in types and frequency of family events offered.

Strategy's Expected Result/Impact: Events to meet specific needs of students

Staff Responsible for Monitoring: Family Engagement Committee
Administrators

Problem Statements: Student Learning 1 - School Processes & Programs 1, 4 - Perceptions 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 5

Create and share a monthly digital newsletter with parents and families to highlight news and information from the campus and district.

Strategy's Expected Result/Impact: Increased parent/family participation

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Student Learning 1 - School Processes & Programs 1, 4 - Perceptions 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 6

Enhance parent communication by providing timely and accessible campus information through digital platforms, including regularly updating the South Knoll website with upcoming events and maintaining a digital display in the front office featuring campus announcements, events, and other important information for families.

Strategy's Expected Result/Impact: Additional avenues for communicating information to families will lead to increased participation.

Staff Responsible for Monitoring: Campus Administration
Campus Secretary

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 7

The staff will provide interactive academic activities as part of PTO family nights.

Strategy's Expected Result/Impact: Parent participation is typically high at PTO evening events. By partnering with PTO, we will reach more families.

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Student Learning 2 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	South Knoll serves a highly vulnerable student body where 66.8% to 69.1% of students are Economically Disadvantaged. The campus faces a 13.4% student mobility rate alongside a 23.6% student attrition rate	More than two-thirds of South Knoll's student population faces the stressors of low socioeconomic status. Highly vulnerable families are more susceptible to housing and employment instability, which directly drives school changes and student attrition, disrupting instructional continuity for South Knoll's most high-needs learners.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	South Knoll does not currently have a consistent, campus wide system for collecting, documenting, and routinely analyzing Tier III intervention data. As a result, the campus cannot consistently measure student response to Tier III intervention or use evidence to determine when interventions, goals, or student groupings should be adjusted.	The campus has not yet established common expectations, tools, ownership, and scheduled data-review cycles for Tier III progress monitoring, resulting in inconsistent documentation and limited evidence of intervention effectiveness.
2	While South Knoll has established strong collaborative structures and flexible grouping, teacher teams are not yet consistently using measurable mastery goals and progress-monitoring data to determine the impact of instruction and intervention on essential-standard mastery.	Campus implementation of flexible grouping has developed more quickly than common practices for setting mastery goals, monitoring progress, and using results to make instructional decisions.
3	South Knoll serves a highly vulnerable student body where 66.8% to 69.1% of students are Economically Disadvantaged. The campus faces a 13.4% student mobility rate alongside a 23.6% student attrition rate	More than two-thirds of South Knoll's student population faces the stressors of low socioeconomic status. Highly vulnerable families are more susceptible to housing and employment instability, which directly drives school changes and student attrition, disrupting instructional continuity for South Knoll's most high-needs learners.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	South Knoll does not currently have a consistent, campus wide system for collecting, documenting, and routinely analyzing Tier III intervention data. As a result, the campus cannot consistently measure student response to Tier III intervention or use evidence to determine when interventions, goals, or student groupings should be adjusted.	The campus has not yet established common expectations, tools, ownership, and scheduled data-review cycles for Tier III progress monitoring, resulting in inconsistent documentation and limited evidence of intervention effectiveness.

2	While South Knoll has established strong collaborative structures and flexible grouping, teacher teams are not yet consistently using measurable mastery goals and progress-monitoring data to determine the impact of instruction and intervention on essential-standard mastery.	Campus implementation of flexible grouping has developed more quickly than common practices for setting mastery goals, monitoring progress, and using results to make instructional decisions.
3	Although families generally feel connected to South Knoll and aware of school activities, communication is not consistently reaching families early enough or frequently enough for them to effectively plan for upcoming events and opportunities.	Information may be coming from multiple sources; event information may not be distributed far enough in advance; families may not know which communication source should be their primary source; and communication practices may vary across school, classroom, and PTO events.
4	While South Knoll families report strong connections to the school community, some families do not yet feel sufficiently equipped with the information and resources needed to confidently support their child's academic learning at home.	families may need clearer information about grade-level expectations; teachers may vary in how they communicate ways to practice skills at home; families may need easier access to academic resources; and academic family events may need to include more hands-on opportunities for parents to learn strategies they can use with their children.
5	South Knoll serves a highly vulnerable student body where 66.8% to 69.1% of students are Economically Disadvantaged. The campus faces a 13.4% student mobility rate alongside a 23.6% student attrition rate	More than two-thirds of South Knoll's student population faces the stressors of low socioeconomic status. Highly vulnerable families are more susceptible to housing and employment instability, which directly drives school changes and student attrition, disrupting instructional continuity for South Knoll's most high-needs learners.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Although families generally feel connected to South Knoll and aware of school activities, communication is not consistently reaching families early enough or frequently enough for them to effectively plan for upcoming events and opportunities.	Information may be coming from multiple sources; event information may not be distributed far enough in advance; families may not know which communication source should be their primary source; and communication practices may vary across school, classroom, and PTO events.
2	While South Knoll families report strong connections to the school community, some families do not yet feel sufficiently equipped with the information and resources needed to confidently support their child's academic learning at home.	families may need clearer information about grade-level expectations; teachers may vary in how they communicate ways to practice skills at home; families may need easier access to academic resources; and academic family events may need to include more hands-on opportunities for parents to learn strategies they can use with their children.

Performance Objective 3 ☑ High Priority

By the end of the 2026-2027, South Knoll Elementary will pilot Academic Parent Teacher Teams (APTT) model with guiding coalition members, supported by campus leadership and the Director of State and Federal Programs, to increase parents' access to specific, actionable strategies for supporting student learning at home, as measured by pilot participation data, parent feedback surveys, and lessons learned that will inform a plan for full campus implementation the following year.

Evaluation Data Source: Pilot Participation Data
Parent Feedback Surveys
Student Learning Outcomes

Strategy 1

Recruit and identify guiding coalition members to participate in the APTT pilot, establishing pilot classrooms/grade levels

Strategy's Expected Result/Impact: Improved parent engagement with academic related activities
Improved student learning outcomes

Staff Responsible for Monitoring: Campus Administration
Director of State and Federal Programs

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 2

Provide professional learning for pilot teachers on Academic Parent & Teacher Teams model, including facilitation of data-sharing sessions and family-friendly strategy presentations

Strategy's Expected Result/Impact: See an increase in student learning outcomes
Increase in parent engagement with academics of their children

Staff Responsible for Monitoring: Campus Administration
Director of Federal and State Programs

Problem Statements: School Processes & Programs 4 - Perceptions 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Conduct APTT Session 1 (Foundational): Introduce the model, build relationships, and set the tone for partnership with families

Strategy's Expected Result/Impact: Improved parent engagement with academic related activities
Improved student learning outcomes

Staff Responsible for Monitoring: Principal
Assistant Principal
MTSS Coach

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 4

Conduct follow up APTT Sessions: Share individual student data with parents alongside specific at-home strategies tied to essential standards

Strategy's Expected Result/Impact: Improved parent engagement with academic related activities
Improved student learning outcomes

Staff Responsible for Monitoring: Principal
Assistant Principal
MTSS Coach
Director of State and Federal Programs

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

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Strategy 5

Collect ongoing feedback from pilot teachers and participating families to identify successes, challenges, and needed adjustments

Strategy's Expected Result/Impact: Improved parent engagement with academic related activities
Improved student learning outcomes

Staff Responsible for Monitoring: Principal
Assistant Principal
MTSS Coach

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 6

Analyze pilot data and feedback to build a plan for scaling APTT campus-wide.

Strategy's Expected Result/Impact: Improved parent engagement with academic related activities
Improved student learning outcomes

Staff Responsible for Monitoring: Principal
Assistant Principal
MTSS Coach
Director of State and Federal Programs

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	South Knoll does not currently have a consistent, campus wide system for collecting, documenting, and routinely analyzing Tier III intervention data. As a result, the campus cannot consistently measure student response to Tier III intervention or use evidence to determine when interventions, goals, or student groupings should be adjusted.	The campus has not yet established common expectations, tools, ownership, and scheduled data-review cycles for Tier III progress monitoring, resulting in inconsistent documentation and limited evidence of intervention effectiveness.

2	While South Knoll has established strong collaborative structures and flexible grouping, teacher teams are not yet consistently using measurable mastery goals and progress-monitoring data to determine the impact of instruction and intervention on essential-standard mastery.	Campus implementation of flexible grouping has developed more quickly than common practices for setting mastery goals, monitoring progress, and using results to make instructional decisions.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	South Knoll does not currently have a consistent, campus wide system for collecting, documenting, and routinely analyzing Tier III intervention data. As a result, the campus cannot consistently measure student response to Tier III intervention or use evidence to determine when interventions, goals, or student groupings should be adjusted.	The campus has not yet established common expectations, tools, ownership, and scheduled data-review cycles for Tier III progress monitoring, resulting in inconsistent documentation and limited evidence of intervention effectiveness.
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4	While South Knoll families report strong connections to the school community, some families do not yet feel sufficiently equipped with the information and resources needed to confidently support their child's academic learning at home.	families may need clearer information about grade-level expectations; teachers may vary in how they communicate ways to practice skills at home; families may need easier access to academic resources; and academic family events may need to include more hands-on opportunities for parents to learn strategies they can use with their children.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	While South Knoll families report strong connections to the school community, some families do not yet feel sufficiently equipped with the information and resources needed to confidently support their child's academic learning at home.	families may need clearer information about grade-level expectations; teachers may vary in how they communicate ways to practice skills at home; families may need easier access to academic resources; and academic family events may need to include more hands-on opportunities for parents to learn strategies they can use with their children.

Goal 4

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

Performance Objective 1

☑ **High Priority**

By the end of the academic year, 100% of teachers will integrate instructional technology tools into their daily instruction to enhance teaching and boost student engagement. As a result, 90% of students will demonstrate improved proficiency in MAP Growth, benefiting from technology resources designed to support learning and academic growth.

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

Strategy 1

Digital Learning Ambassador will provide training to staff on available tools and resources

Strategy's Expected Result/Impact: Increased technology integration into daily lesson plans

Staff Responsible for Monitoring: Campus Administrator

Problem Statements: Student Learning 2 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 2

Incorporate digital learning opportunities (including subscriptions to digital services) when appropriate when creating unit planning documents during grade level planning time.

Strategy's Expected Result/Impact: Completed unit planning documents

Staff Responsible for Monitoring: Instructional Coaches
Campus Administrator

Problem Statements: Student Learning 2 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 3

Students will participate in computer literacy/digital citizenship instruction as part of the specials rotation.

Strategy's Expected Result/Impact: Increased student proficiency with digital literacy

Staff Responsible for Monitoring: Campus Administrator

Problem Statements: Student Learning 2 - School Processes & Programs 2

Funding Sources: Title I Instructional Assistant 211 Title I, Part A, $21,225

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	While South Knoll has established strong collaborative structures and flexible grouping, teacher teams are not yet consistently using measurable mastery goals and progress-monitoring data to determine the impact of instruction and intervention on essential-standard mastery.	Campus implementation of flexible grouping has developed more quickly than common practices for setting mastery goals, monitoring progress, and using results to make instructional decisions.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	While South Knoll has established strong collaborative structures and flexible grouping, teacher teams are not yet consistently using measurable mastery goals and progress-monitoring data to determine the impact of instruction and intervention on essential-standard mastery.	Campus implementation of flexible grouping has developed more quickly than common practices for setting mastery goals, monitoring progress, and using results to make instructional decisions.

Funding Summary

Funding Summary

199 State Comp Ed (SCE), Title IA, Schoolwide Acti

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$7,820.00
				+/- Difference	**$7,820.00**

211 Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Intervention Materials	--	$22,000.00
1	2	1	Notebooks, Dividers	--	$1,606.00
1	3	1	Professional Development Travel & Registration	--	$10,000.00
1	3	2	Solution Tree Consultant	--	$14,200.00
2	2	2	Resources/Materials	--	$2,000.00
2	2	2	Academic Tutor	--	$8,400.00
2	2	2	Instructional Assistants	--	$114,645.00
3	2	1	Extra Duty Pay	--	$400.00
3	2	2		--	$1,000.00
3	2	3	Learning Resources for families	--	$1,120.00
4	1	3	Title I Instructional Assistant	--	$21,225.00
				Sub-Total	$196,596.00
				Budgeted Fund Source Amount	$196,596.00
				+/- Difference	$0.00

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services, School Counselors	11/7/2025	Jeff Mann	9/12/2025
Child Abuse and Neglect	Campus Administrators, Director of Human Resources	11/7/2025	Jeff Mann	9/12/2025
Coordinated Health Program	Director of Child Nutrition, Director of Special Programs	11/7/2025	Jeff Mann	9/12/2025
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Teaching and Learning, Chief of Staff & Leadership, Superintendent	11/7/2025	Jeff Mann	9/12/2025
Disciplinary Alternative Education Program (DAEP)	College View High School Principal, Director of Student Services	11/7/2025	Jeff Mann	9/12/2025
Dropout Prevention	Director of Student Services	11/7/2025	Jeff Mann	9/12/2025
Dyslexia Treatment Program	Executive Director of Special Services	11/7/2025	Jeff Mann	9/12/2025
Title I, Part C Migrant	Director of Federal and State Programs	11/7/2025	Jeff Mann	9/12/2025
Pregnancy Related Services	Director of Federal and State Programs	11/7/2025	Jeff Mann	9/12/2025
Post-Secondary Preparedness	Director of Student Services	11/7/2025	Jeff Mann	9/12/2025
Recruiting Teachers and Paraprofessionals	Director of Human Resources	11/7/2025	Jeff Mann	9/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Special Services	11/7/2025	Jeff Mann	9/12/2025
Student Welfare: Discipline/Conflict/ Violence Management	Director of Student Services, Campus Administration	11/7/2025	Jeff Mann	9/12/2025
Texas Behavior Support Initiative (TBSI)	Executive Director of Special Services	11/7/2025	Jeff Mann	9/12/2025
Technology Integration	Director of Digital Learning	11/7/2025	Jeff Mann	9/12/2025
Job Description for Peace Officers, Resource				

Officers & Security Personnel	Superintendent, School Board	