College Station ISD



Southwood Valley Elementary School

Accountability Rating: C

2026-2027 Campus Improvement Plan

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Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Summary

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

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

Strengths

Southwood Valley Elementary is a diverse school community characterized by a growing Hispanic and African American student population, a high level of participation in special language and education programs, and a dedicated staff with a strong focus on professional growth and closing achievement gaps.

1. Student Body Profile

As of the current 2025-2026 school year, the school serves approximately **624 to 652 students**.

- **Race and Ethnicity:** The population is primarily comprised of **White (37.5%)** and **Hispanic (36.5%)** students, with **African American (17.6%)** students forming the third-largest group. Other groups include students of Two or More Races (4.8%), Asian (2.9%), and American Indian (0.6%).
- **Gender:** The student body is nearly evenly split between females (50.2%) and males (49.8%).
- **Economic Status:** A significant portion of the community—**64.3%**—is identified as economically disadvantaged.

2. Special Programs and Enrollment

Southwood Valley hosts a variety of specialized programs to meet diverse student needs:

- **Bilingual/ESL Education:** Enrollment is high at **40.8%**, reflecting the school's significant linguistic diversity.
- **Special Education:** Approximately **17.8% to 21.6%** of students receive special education services .
- **Gifted and Talented (G/T):** About **5.1%** of students are enrolled in the G/T program.

3. Attendance and Mobility

- **Attendance Trends:** Campus attendance is currently trending positively at **95.50%** for the 2025-2026 year. White (96.11%) and Asian (96.10%) students have the highest attendance, while American Indian (94.69%) and Black (95.23%) subgroups are slightly lower.
- **Chronic Absenteeism:** The percentage of students who are chronically absent has dropped to **8.44%**.
- **Mobility:** The school experiences a **15.2% mobility rate**, with higher rates noted among the African American (5.7%) and Hispanic (5.5%) populations.

4. School Staff and Leadership

The professional staff is diverse and increasingly experienced:

- **Teacher Demographics:** The teaching staff is **46% White, 41.2% Hispanic, 6.5% African American, and 6.2% Asian**. Approximately **98%** of the teachers are female.
- **Qualifications and Experience:** Over **21%** of teachers hold a Master's degree. The majority of the staff (**62.5%**) have between **1 and 10 years of experience**, while 26.3% have 11-20 years.
- **Minority Staffing:** The school has maintained a high minority staff rate, currently at **53.2%**.

5. Discipline and School Climate
Discipline data for 2025-2026 shows a concentration of incidents in specific areas and demographics:

- **Disproportionality:** African American students account for **40.8% to 47.3% of offenses**, despite representing roughly 18% of the population.
- **Incident Locations:** The majority of offenses occur in **classrooms (35 cases)**, the **playground (12 cases of unwanted contact)**, and on the **bus (10 referrals)**.
- **Timing:** Behavior incidents peak between **10:00 AM and 2:00 PM**.
- **Repetitive Behavior:** A small group of students (about 32) are responsible for repeated offenses, with one student having as many as 11 recorded incidents this year.

6. Academic Growth and Success
The school has shown remarkable progress in state assessments:

- **STAAR Growth:** In 2024-2025, **64% of students** met or exceeded annual growth targets across all subjects.
- **Closing the Gap:** Accelerated learning for students who previously did not meet grade level jumped from **24% in 2024 to 32% in 2025**.
- **Graduation Probability:** While an elementary campus, student tracking data suggests a consistent **average graduation probability of 0.89 to 0.90** for most student groups.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Current Special Education students significantly underperform the campus average in Reading and Mathematics, particularly at the Meets Grade Level standard.	Inconsistent access to grade-level TEKS and rigorous instructional tasks, combined with inconsistent use of appropriate scaffolds, accommodations, progress monitoring, and targeted intervention, has limited students' ability to demonstrate mastery of grade-level content.
2 ★	African American students demonstrate lower academic achievement in Reading and Mathematics and experience higher rates of chronic absenteeism and disciplinary referrals than the campus population overall.	Campus systems have not consistently integrated academic progress monitoring, attendance intervention, behavioral support, and family engagement into one coordinated response for African American students demonstrating multiple indicators of risk.

★ = Priority

Student Learning

Summary

Southwood Valley Elementary is showing a **consistent upward trend** in academic performance and school climate. The campus has improved from a state accountability rating of "D" in previous years to a **current Student Achievement Domain rating of "C"** for the 2025–2026 cycle.

1. State Assessment Performance (STAAR)

Recent data shows steady gains in student proficiency and mastery across core subjects.

- **Current Domain 1 Status (2025–2026):** The campus holds a **raw score of 44** and a **scaled score of 72**, resulting in a "C" rating.
- **Overall Proficiency:** Across all grades and subjects, **65% of students reached "Approaches Grade Level" or above**, with **45% at "Meets"** and **22% at "Masters"**.
- **Reading Performance:** In Reading, **48% of students reached the "Meets" benchmark**, and **21% achieved "Masters"**.
- **Mathematics Performance:** In Math, **42% of students reached "Meets,"** and **21% reached "Masters"**.
- **Historical Context:** These figures represent a significant jump from 2024, where only 60% reached "Approaches" and 37% reached "Meets".

2. Internal Growth Data (MAP: Fall 2025 to Spring 2026)

Instructional impact is high, as **observed growth exceeded projected norms** in Reading and Mathematics across nearly all grade levels.

- **Mathematics Excellence:** Kindergarten and Grade 1 are high-performing outliers, both reaching the **95th achievement percentile** by Spring 2026. Grade 2 showed dramatic progress, moving from the **27th achievement percentile in the Fall to the 48th percentile by Spring**.
- **Reading Growth:** Grade 4 students achieved an average of **11 points of observed RIT growth**, nearly double the grade-level norm projection of 6.7 points.

Strengths

Southwood Valley Elementary's 2026 STAAR and MAP data highlight significant learning strengths in **instructional growth rates**, **high-level student mastery**, and **early childhood foundational achievement**.

1. Exceptional Observed Growth (MAP)

Internal MAP Growth data from Fall 2025 to Spring 2026 demonstrates that instructional impact is high, with **observed growth exceeding projected norms** across all grade levels (K–4) in both Reading and

Mathematics.

- **Reading Growth:** Grade 4 students achieved a mean RIT growth of **11 points**, nearly doubling the national grade-level norm projection of 6.7 points.
- **Math Growth:** Grade 2 students showed the most dramatic progress, moving from the **27th achievement percentile in the Fall to the 48th percentile by Spring**.
- **Growth Percentiles:** The school's conditional growth percentile was in the **93rd to 95th percentile** for Kindergarten and Grade 1 Math, indicating growth that outpaces almost all comparable national peers.

2. Strong Performance in High-Level Mastery (STAAR)
The campus has been successful in pushing students beyond basic proficiency into higher levels of achievement.

- **Student Achievement Rating:** The school holds a **Student Achievement Domain rating of "C"** (scaled score of 72) for the 2025–2026 period.
- **Masters Level Achievement:** Overall, **22% of all students reached the "Masters Grade Level"** benchmark across all subjects. Specific groups showed even higher mastery:
  - **White Students:** 34% Masters overall; 37% in Reading.
  - **Asian Students:** 33% Masters overall; 44% in Mathematics.
  - **Gifted and Talented (G/T):** 100% of Grade 4 G/T students reached the "Masters" level in both Reading and Math.

3. Foundations in Early Childhood
Foundational skills in the earliest grades are a primary campus strength. By Spring 2026, both **Kindergarten and Grade 1 students reached the 95th achievement percentile** in Mathematics on national norms. Kindergarten Reading also finished strong at the **81st achievement percentile**.
4. Success in Language Programs (Spanish STAAR)
Students testing in Spanish demonstrated high proficiency levels, particularly in the lower grades.

- **Grade 3 Spanish Reading: 88% of students reached "Approaches Grade Level" or above**, with **67% reaching "Meets"** and **30% reaching "Masters"**.
- **Grade 4 Spanish Reading: 86% of bilingual students reached "Approaches,"** with **70% at the "Meets"** level.

5. Performance of Continuously Enrolled Students
Students who remained at Southwood Valley for the full school year (Continuous Enrollment) performed significantly higher than the campus average:

- **68% reached "Approaches"** (vs. 65% campus average).
- **50% reached "Meets"** (vs. 45% campus average).
- **24% reached "Masters"** (vs. 22% campus average). This suggests that instructional stability is a major driver of academic success on the campus.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	In Math STAAR, 63% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 3% higher than the previous year and 16% lower than the district. In 3rd grade, 60% of our students were at approaches or higher, which is 12% lower than the district.	Inconsistent alignment to the rigor of essential math TEKS, inconsistent use of CFA results to identify misconceptions, and inconsistent systems for immediate reteach, Tier 2 intervention, extension, and reassessment have limited student movement from Approaches to Meets/Masters and reduced accelerated learning for previously unsuccessful students.
2 ★	Reading performance remains below district expectations, with achievement gaps particularly evident among AA, EB, SPED, and economically disadvantaged students at the Meets and Masters levels.	Inconsistent implementation of grade-level reading rigor, explicit vocabulary and language development, comprehension instruction, written response, and responsive small-group instruction has resulted in uneven mastery of essential Reading TEKS across classrooms and student groups.
3 ★	Students new to SWV make up the largest percentage of students needing tier 3 supports in reading and math.	Students new to SWV are not getting immediate explicit and systematic instruction, therefore they are not being held accountable to boulders taught prior to arrival.

★ = Priority

School Processes & Programs

Summary

Southwood Valley's history reflects a commitment to growth and adaptation. In 2023-2024, the school revised its vision and mission statements and created its foundation document, which also includes their collective commitments and schoolwide goals. During the 2024-2025 school year, the school prioritized collaborative team time with weekly meetings (ELT) where teachers focus on essential standards, student assessment data, and planning intervention and extension. In 2025-2026, Southwood Valley became a Promising Practices school due to having 1-2 years of consecutive data showing student improvement. Southwood Valley utilizes a guiding coalition to ensure innovative and appropriate growth annually.

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

Strengths

Strengths in Behavior Trends

- **Decline in Total Behavior Calls:** The total number of behavior calls has decreased from a peak of **753 in 2022–2023** to **513 YTD for 2025–2026**.

- **Reduced Suspension Lengths:** A major strength is the significant reduction in the duration of exclusionary discipline. The average length of **Out of School Suspensions (OSS)** dropped from **2.3 days in 2024–2025 to 1.2 days in 2025–2026**. Average In-School Suspension (ISS) also decreased to 0.7 days.

- **Decrease in Severe Offenses:** The school has successfully reduced or maintained low numbers for the most severe offenses. For example, **vandalism** incidents dropped to **zero** in the current year, and cases of **sexual harassment** and **terroristic threats** have remained at one or fewer per year.

- **Consistent Behavior Plans:** The use of formal **Behavior Plans** has increased from 3 in 2024–2025 to **15 in 2025–2026**, suggesting a more proactive and structured approach to intervention.

Parent Survey

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

Staff Climate/Culture

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

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Students new to SWV (whether kinder or transient) make up the largest percentage of behavior calls.	There isn't an intentional system for teaching new students how to act and behave at school.
2	Best practices implementation and follow-through with non-negotiable best practice instructional strategies and SEL strategies.	Lack of accountability system and planning implementation of best practice instructional strategies and SEL strategies.
3 ★	In Math STAAR, 63% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 3% higher than the previous year and 16% lower than the district. In 3rd grade, 60% of our students were at approaches or higher, which is 12% lower than the district.	Inconsistent alignment to the rigor of essential math TEKS, inconsistent use of CFA results to identify misconceptions, and inconsistent systems for immediate reteach, Tier 2 intervention, extension, and reassessment have limited student movement from Approaches to Meets/Masters and reduced accelerated learning for previously unsuccessful students.
4 ★	Reading performance remains below district expectations, with achievement gaps particularly evident among AA, EB, SPED, and economically disadvantaged students at the Meets and Masters levels.	Inconsistent implementation of grade-level reading rigor, explicit vocabulary and language development, comprehension instruction, written response, and responsive small-group instruction has resulted in uneven mastery of essential Reading TEKS across classrooms and student groups.
5 ★	While the campus has reached a five-year attendance high of 95.50%, a critical gap remains for the African American student population, where 15% are chronically absent and an additional 15% are "trending chronic"--meaning that 30% of this subgroup is struggling to maintain consistent classroom presence .	Lack of a system to identify and target frequently tardy and absent students.

6 ★	We had an average of 14 conduct referrals and 53 behavior calls per month in the 2025/2026 school year.	Lack of systems to identify and respond to tier 2 and tier 3 behavior needs both as a school system and by collaborative teacher teams.

★ = Priority

Perceptions

Summary

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

Strengths

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

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Parent participation in school events is consistently low, averaging only 30%.	Parent-teacher relationship has not be cultivated efficiently campus-wide in order for parents to understand their affect through participation.
2 ★	While 57% of students feel their peers care about and help each other, there is a notable percentage of students who are neutral or disagree.	Lack of system or action steps to notice positive within classmates during the school day.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	In Math STAAR, 63% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 3% higher than the previous year and 16% lower than the district. In 3rd grade, 60% of our students were at approaches or higher, which is 12% lower than the district.	Inconsistent alignment to the rigor of essential math TEKS, inconsistent use of CFA results to identify misconceptions, and inconsistent systems for immediate reteach, Tier 2 intervention, extension, and reassessment have limited student movement from Approaches to Meets/Masters and reduced accelerated learning for previously unsuccessful students.
2 ★	Reading performance remains below district expectations, with achievement gaps particularly evident among AA, EB, SPED, and economically disadvantaged students at the Meets and Masters levels.	Inconsistent implementation of grade-level reading rigor, explicit vocabulary and language development, comprehension instruction, written response, and responsive small-group instruction has resulted in uneven mastery of essential Reading TEKS across classrooms and student groups.
3 ★	Students new to SWV (whether kinder or transient) make up the largest percentage of behavior calls.	There isn't an intentional system for teaching new students how to act and behave at school.
4 ★	Current Special Education students significantly underperform the campus average in Reading and Mathematics, particularly at the Meets Grade Level standard.	Inconsistent access to grade-level TEKS and rigorous instructional tasks, combined with inconsistent use of appropriate scaffolds, accommodations, progress monitoring, and targeted intervention, has limited students' ability to demonstrate mastery of grade-level content.
5 ★	Parent participation in school events is consistently low, averaging only 30%.	Parent-teacher relationship has not be cultivated efficiently campus-wide in order for parents to understand their affect through participation.

6 ★	While the campus has reached a five-year attendance high of 95.50%, a critical gap remains for the African American student population, where 15% are chronically absent and an additional 15% are "trending chronic"--meaning that 30% of this subgroup is struggling to maintain consistent classroom presence .	Lack of a system to identify and target frequently tardy and absent students.
7 ★	We had an average of 14 conduct referrals and 53 behavior calls per month in the 2025/2026 school year.	Lack of systems to identify and respond to tier 2 and tier 3 behavior needs both as a school system and by collaborative teacher teams.
8 ★	While 57% of students feel their peers care about and help each other, there is a notable percentage of students who are neutral or disagree.	Lack of system or action steps to notice positive within classmates during the school day.
9 ★	Students new to SWV make up the largest percentage of students needing tier 3 supports in reading and math.	Students new to SWV are not getting immediate explicit and systematic instruction, therefore they are not being held accountable to boulders taught prior to arrival.
10 ★	African American students demonstrate lower academic achievement in Reading and Mathematics and experience higher rates of chronic absenteeism and disciplinary referrals than the campus population overall.	Campus systems have not consistently integrated academic progress monitoring, attendance intervention, behavioral support, and family engagement into one coordinated response for African American students demonstrating multiple indicators of risk.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Gifted and talented data**

Student Data: Behavior and Other Indicators

- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**

Goals

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

Performance Objective 1 ☑ High Priority

By the end of the first nine weeks, 100% of students will establish an individual academic goal tied to MAP growth, essential TEKS mastery, or movement to the next STAAR performance level. Teachers will review progress with students at least every three weeks, and students will update evidence of progress following each CFA, MAP, or common assessment cycle.

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

Strategy 1

Student tracking tools will identify each student's current achievement level, growth target, essential TEKS not yet mastered, and next instructional step. Grades 3-4 will also identify whether students are currently performing at Did Not Meet, Approaches, Meets, or Masters and set a specific movement goal.

Strategy's Expected Result/Impact: Student buy -in to their personalized learning targets, increased mastery of essential TEKS.

Staff Responsible for Monitoring: ICs, Teachers, MTSS

Problem Statements: Student Learning 1, 2 - School Processes & Programs 3, 4

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 2

During monthly monitoring, administrators and instructional coaches will review whether individual student goals are resulting in measurable academic growth and will identify students who are not progressing toward their projected target.

Strategy's Expected Result/Impact: All students will have data tracked in a similar way on each grade level.

Staff Responsible for Monitoring: Principal, AP, ICs, Teachers, MTSS

Problem Statements: Student Learning 1, 2 - School Processes & Programs 3, 4

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November	February	April	June

Strategy 3

Collaborative teams will decide on Common Formative Assessment dates, create CFAs, create proficiency scales, and an agreed upon data entry date for student achievement on CFAs. Every CFA and Summative assessment will be entered in the Boulders & Data Protocol spreadsheet. This data will be reviewed weekly at admin Monday meetings.

Strategy's Expected Result/Impact: Progress monitor mastery of essential standards, and ensure students are getting the tiered interventions they need.

Staff Responsible for Monitoring: Admin, ICs, teachers, MTSS Coordinator

Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 3, 4

Title I: 2.5.1

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

Formative Reviews

November	February	April	June

Strategy 4

Campus administrators will participate in professional learning opportunities both in and out of the district to support elevated student outcomes.

Strategy's Expected Result/Impact: Campus Professional Development Sessions Documented in Professional Learning System
Share learning with guiding coalition.

Staff Responsible for Monitoring: Principal, AP

Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 3, 4

Funding Sources: PD & Travel 211 Title I, Part A, 6411, $3,000

Title I: 2.5.1

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

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 5

Teachers will participate in content area professional learning both in and out of the district, which will include differentiated learning experiences for teachers in their content areas.

Strategy's Expected Result/Impact: Campus Professional Development Sessions Documented in Professional Learning System
Share with teacher teams any learning from PD

Staff Responsible for Monitoring: Principal, AP, teachers

Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 3, 4

Funding Sources: PD & Travel 211 Title I, Part A, 6411, $7,000

Title I: 2.5.1

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

Formative Reviews

November	February	April	June

Strategy 6

Refine our systems for analyzing tier 1 academic prior to the start of school. We will utilize this data to determine who needs tier 2 instruction after each summative assessment in CTM data talks. Monitor progress in tiered interventions.

Strategy's Expected Result/Impact: Less students needing tier 3 instruction, increased achievement on MAP and STAAR.

Staff Responsible for Monitoring: Admin, ICs, MTSS

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 3, 4

Title I: 2.5.1

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

Formative Reviews

November	February	April	June

Strategy 7

Utilize Title I funds, State Comp Funds, and general funds to purchase supplemental materials and supplies to improve tier 1 instruction in math and reading.

Strategy's Expected Result/Impact: Increase access to materials to support tier 1 instruction, meet tier 1 goals.

Staff Responsible for Monitoring: Principal, Title I Specialist

Problem Statements: Student Learning 1, 2 - School Processes & Programs 3, 4

Funding Sources: 211 Title I, Part A,

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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Current Special Education students significantly underperform the campus average in Reading and Mathematics, particularly at the Meets Grade Level standard.	Inconsistent access to grade-level TEKS and rigorous instructional tasks, combined with inconsistent use of appropriate scaffolds, accommodations, progress monitoring, and targeted intervention, has limited students' ability to demonstrate mastery of grade-level content.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	In Math STAAR, 63% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 3% higher than the previous year and 16% lower than the district. In 3rd grade, 60% of our students were at approaches or higher, which is 12% lower than the district.	Inconsistent alignment to the rigor of essential math TEKS, inconsistent use of CFA results to identify misconceptions, and inconsistent systems for immediate reteach, Tier 2 intervention, extension, and reassessment have limited student movement from Approaches to Meets/ Masters and reduced accelerated learning for previously unsuccessful students.
2	Reading performance remains below district expectations, with achievement gaps particularly evident among AA, EB, SPED, and economically disadvantaged students at the Meets and Masters levels.	Inconsistent implementation of grade-level reading rigor, explicit vocabulary and language development, comprehension instruction, written response, and responsive small-group instruction has resulted in uneven mastery of essential Reading TEKS across classrooms and student groups.
3	Students new to SWV make up the largest percentage of students needing tier 3 supports in reading and math.	Students new to SWV are not getting immediate explicit and systematic instruction, therefore they are not being held accountable to boulders taught prior to arrival.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Students new to SWV (whether kinder or transient) make up the largest percentage of behavior calls.	There isn't an intentional system for teaching new students how to act and behave at school.
3	In Math STAAR, 63% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 3% higher than the previous year and 16% lower than the district. In 3rd grade, 60% of our students were at approaches or higher, which is 12% lower than the district.	Inconsistent alignment to the rigor of essential math TEKS, inconsistent use of CFA results to identify misconceptions, and inconsistent systems for immediate reteach, Tier 2 intervention, extension, and reassessment have limited student movement from Approaches to Meets/ Masters and reduced accelerated learning for previously unsuccessful students.

4	Reading performance remains below district expectations, with achievement gaps particularly evident among AA, EB, SPED, and economically disadvantaged students at the Meets and Masters levels.	Inconsistent implementation of grade-level reading rigor, explicit vocabulary and language development, comprehension instruction, written response, and responsive small-group instruction has resulted in uneven mastery of essential Reading TEKS across classrooms and student groups.

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

Performance Objective 1 ☑ High Priority

Teachers will analyze CFA data within 3 instructional days of the assessment and will review Unit Assessment and Practice STAAR data for every student as a PLC within no more than 5 instructional days of each assessment in order to identify students needing reteach, intervention, extension, and reassessment.

Evaluation Data Source: MAP, Test Data, Collaborative Team Agendas

Strategy 1

For every essential TEK assessed, collaborative teams will identify:

-students who demonstrated mastery,
-students requiring immediate reteach,
-students requiring Tier 2 intervention,
-students ready for extension, and
-subgroup patterns for AA, EB, SPED, and economically disadvantaged students.

Students who do not demonstrate mastery will receive targeted reteach/intervention and be reassessed within 10 instructional days.

Strategy's Expected Result/Impact: Student mastery of essential TEKS.

Staff Responsible for Monitoring: Principal, AP, ICs

Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 3, 4

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

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

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Strategy 2

Following each MAP, common assessment, and STAAR interim assessment, grades 2-4 will identify student growth cohorts and develop acceleration plans for students who are within reach of the next performance level. Teams will specifically monitor students moving from Did Not Meet - Approaches, Approaches - Meets, and Meets - Masters.

Strategy's Expected Result/Impact: Increase the number of students meeting or exceeding annual growth targets and increase movement into Meets and Masters performance levels.

Staff Responsible for Monitoring: Principal, AP, ICs, MTSS, Grade-Level Teams

Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 3, 4

Title I: 2.5.1

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

ESF Levers: 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	Current Special Education students significantly underperform the campus average in Reading and Mathematics, particularly at the Meets Grade Level standard.	Inconsistent access to grade-level TEKS and rigorous instructional tasks, combined with inconsistent use of appropriate scaffolds, accommodations, progress monitoring, and targeted intervention, has limited students' ability to demonstrate mastery of grade-level content.
2	African American students demonstrate lower academic achievement in Reading and Mathematics and experience higher rates of chronic absenteeism and disciplinary referrals than the campus population overall.	Campus systems have not consistently integrated academic progress monitoring, attendance intervention, behavioral support, and family engagement into one coordinated response for African American students demonstrating multiple indicators of risk.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	In Math STAAR, 63% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 3% higher than the previous year and 16% lower than the district. In 3rd grade, 60% of our students were at approaches or higher, which is 12% lower than the district.	Inconsistent alignment to the rigor of essential math TEKS, inconsistent use of CFA results to identify misconceptions, and inconsistent systems for immediate reteach, Tier 2 intervention, extension, and reassessment have limited student movement from Approaches to Meets/ Masters and reduced accelerated learning for previously unsuccessful students.
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3	Students new to SWV make up the largest percentage of students needing tier 3 supports in reading and math.	Students new to SWV are not getting immediate explicit and systematic instruction, therefore they are not being held accountable to boulders taught prior to arrival.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	In Math STAAR, 63% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 3% higher than the previous year and 16% lower than the district. In 3rd grade, 60% of our students were at approaches or higher, which is 12% lower than the district.	Inconsistent alignment to the rigor of essential math TEKS, inconsistent use of CFA results to identify misconceptions, and inconsistent systems for immediate reteach, Tier 2 intervention, extension, and reassessment have limited student movement from Approaches to Meets/ Masters and reduced accelerated learning for previously unsuccessful students.

4	Reading performance remains below district expectations, with achievement gaps particularly evident among AA, EB, SPED, and economically disadvantaged students at the Meets and Masters levels.	Inconsistent implementation of grade-level reading rigor, explicit vocabulary and language development, comprehension instruction, written response, and responsive small-group instruction has resulted in uneven mastery of essential Reading TEKS across classrooms and student groups.

Performance Objective 2 ☑ High Priority

By June 2027, we will increase 3rd-grade reading achievement from 73% to 78% and 3rd-grade math achievement from 73% to 78% at the Approaches or higher performance level. In 4th grade, we will increase reading achievement from 77% to 82% and math achievement from 63% to 70% at the Approaches or higher level. These improvements will be achieved by implementing best instructional practices, fostering effective grade-level team collaboration, and conducting regular analysis of student performance data to guide instruction. In addition to increasing overall Approaches performance, the campus will increase: RLA Meets: 49% - at least 55%, Math Meets: 42% - at least 50%

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

Strategy 1

As a campus, we will implement the RACES strategy in 3rd -4th grade. We will analyze previous year's STAAR and any assessments to determine who needs interventions in order to increase their score.

Strategy's Expected Result/Impact: Increase the number of students who score a 2 or higher on their ECRs from 65% to 75% in 3rd and 4th grade.

Staff Responsible for Monitoring: Admin, ICs, teachers

Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 3, 4

Title I: 2.5.2

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

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

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Strategy 2

Identify underperforming students who would benefit from additional reading and math instruction and utilize academic tutors and instructional assistants who will be able to help fill in gaps for those we have identified.

Strategy's Expected Result/Impact: Increase and track mastery for students being tutored.

Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 3, 4

Funding Sources: Instructional Assistant 211 Title I, Part A, 6125, $31,802, Instructional Assistant 211 Title I, Part A, 6125, $23,564, Tutoring 211 Title I, Part A, 6128, $17,298

Title I: 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

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Strategy 3

Provide professional development and support for teachers to implement MTSS in their classrooms.

Strategy's Expected Result/Impact: Decrease the amount of students needing tier 2 & 3 instruction.

Staff Responsible for Monitoring: MTSS Coordinator

Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 3, 4

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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 4

After each MAP window or STAAR practice, grades 3 and 4 will fill in a target chart in which student levels of achievement are identified and goals are set moving forward in data meetings with Admin.

Strategy's Expected Result/Impact: Strategically ensure students are moving up in achievement levels.

Staff Responsible for Monitoring: Admin, ICs, MTSS Coordinator, teachers

Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 3, 4

Title I: 2.5.1

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

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

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Strategy 5

Present and observe strategies from District Learning Series and the campus' non-negotiable strategies in order to increase achievement in Tier 1.

Strategy's Expected Result/Impact: Increase achievement in Tier 1 instruction, and decrease the amount in Tier 2 and 3.
Increase the vocabulary of all students.

Staff Responsible for Monitoring: Principal, AP, ICs, teachers

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 3, 4

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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 6

Purchase instructional materials to assist in the spiral review for boulders in both reading and math.

Strategy's Expected Result/Impact: Increase achievement in identified underperforming students and students who are new to SWV and decrease the number of students requiring tier 3 support.

Staff Responsible for Monitoring: Admin, ICs, MTSS Coordinator, teachers

Problem Statements: Student Learning 1, 2 - School Processes & Programs 3, 4

Funding Sources: State Comp 199 State Compensatory Ed (SCE), $7,540, 211 Title I, Part A, 6399, $4,309

Title I: 2.5.2

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

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

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Strategy 7

Students who did not meet grade level on the prior year's STAAR will be identified as an Accelerated Learning Cohort. Collaborative teams will monitor CFA mastery, intervention attendance, reassessment performance, and projected STAAR performance for these students at least every four weeks.

Strategy's Expected Result/Impact: Increase Accelerated Student Learning indicators in both RLA and Mathematics and reduce the number of students remaining below grade level for consecutive years.

Staff Responsible for Monitoring: Admin, ICs, MTSS Coordinator, teachers

Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 3, 4, 5

Title I: 2.5.1

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 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Current Special Education students significantly underperform the campus average in Reading and Mathematics, particularly at the Meets Grade Level standard.	Inconsistent access to grade-level TEKS and rigorous instructional tasks, combined with inconsistent use of appropriate scaffolds, accommodations, progress monitoring, and targeted intervention, has limited students' ability to demonstrate mastery of grade-level content.

2	African American students demonstrate lower academic achievement in Reading and Mathematics and experience higher rates of chronic absenteeism and disciplinary referrals than the campus population overall.	Campus systems have not consistently integrated academic progress monitoring, attendance intervention, behavioral support, and family engagement into one coordinated response for African American students demonstrating multiple indicators of risk.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	In Math STAAR, 63% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 3% higher than the previous year and 16% lower than the district. In 3rd grade, 60% of our students were at approaches or higher, which is 12% lower than the district.	Inconsistent alignment to the rigor of essential math TEKS, inconsistent use of CFA results to identify misconceptions, and inconsistent systems for immediate reteach, Tier 2 intervention, extension, and reassessment have limited student movement from Approaches to Meets/ Masters and reduced accelerated learning for previously unsuccessful students.
2	Reading performance remains below district expectations, with achievement gaps particularly evident among AA, EB, SPED, and economically disadvantaged students at the Meets and Masters levels.	Inconsistent implementation of grade-level reading rigor, explicit vocabulary and language development, comprehension instruction, written response, and responsive small-group instruction has resulted in uneven mastery of essential Reading TEKS across classrooms and student groups.
3	Students new to SWV make up the largest percentage of students needing tier 3 supports in reading and math.	Students new to SWV are not getting immediate explicit and systematic instruction, therefore they are not being held accountable to boulders taught prior to arrival.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	In Math STAAR, 63% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 3% higher than the previous year and 16% lower than the district. In 3rd grade, 60% of our students were at approaches or higher, which is 12% lower than the district.	Inconsistent alignment to the rigor of essential math TEKS, inconsistent use of CFA results to identify misconceptions, and inconsistent systems for immediate reteach, Tier 2 intervention, extension, and reassessment have limited student movement from Approaches to Meets/ Masters and reduced accelerated learning for previously unsuccessful students.
4	Reading performance remains below district expectations, with achievement gaps particularly evident among AA, EB, SPED, and economically disadvantaged students at the Meets and Masters levels.	Inconsistent implementation of grade-level reading rigor, explicit vocabulary and language development, comprehension instruction, written response, and responsive small-group instruction has resulted in uneven mastery of essential Reading TEKS across classrooms and student groups.
5	While the campus has reached a five-year attendance high of 95.50%, a critical gap remains for the African American student population, where 15% are chronically absent and an additional 15% are "trending chronic"--meaning that 30% of this subgroup is struggling to maintain consistent classroom presence .	Lack of a system to identify and target frequently tardy and absent students.

Performance Objective 3 ☑ High Priority

By July 18, 2027, the campus leadership team will have have completed a campus needs assessment using student STAAR, MAP, Attendance, Behavior and other relevant end of year data to grow student outcomes by minimum of 5% and evaluate the effectiveness of established intervention measures.

Evaluation Data Source: STAAR, MAP, Performance Matters.

Strategy 1

Campus administration and teacher leadership coalition will meet in July 2027 to review the completed campus needs assessment and begin planning by establishing goals, schedules and campus initiatives. This meeting will be held over the summer period, where the coalition members that are not on contract will be paid for their extra duties.

Strategy's Expected Result/Impact: Identify effectiveness of intervention measures and establish needs moving forward

Staff Responsible for Monitoring: Campus administration

Problem Statements: Student Learning 1, 2 - School Processes & Programs 3, 4

Funding Sources: 211 Title I, Part A, 6118, $4,075

Title I: 2.5.1

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 5: Effective Instruction

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	In Math STAAR, 63% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 3% higher than the previous year and 16% lower than the district. In 3rd grade, 60% of our students were at approaches or higher, which is 12% lower than the district.	Inconsistent alignment to the rigor of essential math TEKS, inconsistent use of CFA results to identify misconceptions, and inconsistent systems for immediate reteach, Tier 2 intervention, extension, and reassessment have limited student movement from Approaches to Meets/ Masters and reduced accelerated learning for previously unsuccessful students.
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Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	In Math STAAR, 63% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 3% higher than the previous year and 16% lower than the district. In 3rd grade, 60% of our students were at approaches or higher, which is 12% lower than the district.	Inconsistent alignment to the rigor of essential math TEKS, inconsistent use of CFA results to identify misconceptions, and inconsistent systems for immediate reteach, Tier 2 intervention, extension, and reassessment have limited student movement from Approaches to Meets/ Masters and reduced accelerated learning for previously unsuccessful students.
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Performance Objective 4 ☑ High Priority

By May 2027, Southwood Valley Elementary will close the achievement gap for African American, Special Education, and Economically Disadvantaged student groups by increasing the percentage of students reaching the 'Meets Grade Level' benchmark on STAAR All Subjects from an average of 21% to 35%. Specifically - Reading - AA - 36%, Hispanic - 52%, LEP - 45% (on TELPAS), SPED - 29% & Math - AA - 36%, HISP - 52%, LEP - 45%, SPED - 29%

Strategy 1

During planning sessions, teacher teams will analyze assessment data to identify gaps in AA student, LEP students, and ED student performance and develop targeted language instructional strategies to address these gaps. (The strategies will become the "by" of the learning objectives in the lessons.)

Strategy's Expected Result/Impact: AA, SPED, EB, and economically disadvantaged students will demonstrate measurable increases in Reading and Mathematics Meets performance, with each subgroup monitored separately following every common assessment cycle.

Staff Responsible for Monitoring: Guiding Coalition

Problem Statements: Demographics 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 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Implement a community mentor program in partnership to support students identified through early warning data as needing targeted support in behavior, attendance, or academic growth.

Strategy's Expected Result/Impact: Increase in student learning outcomes

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 3

During August PD, the school counselor will hold a Trauma Training.

Strategy's Expected Result/Impact: Teachers will better understand student backgrounds, resulting in increased success in behavior and academics.

Staff Responsible for Monitoring: Counselor

Problem Statements: Demographics 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 4

The Guiding Coalition will review a campus accountability dashboard monthly to monitor All Students, African American, Hispanic, Emergent Bilingual, Special Education, and Economically Disadvantaged student groups. The dashboard will include Reading Meets/Masters, Math Meets/ Masters, Reading Growth, Math Growth, CFA mastery, MAP projected proficiency, attendance, and TELPAS progress where applicable.

Strategy's Expected Result/Impact: At least a 5% increase in all subgroups.

Staff Responsible for Monitoring: Guiding Coalition

Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 3, 4

Title I: 2.5.1

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

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

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Strategy 5

General education and special education teachers will collaboratively plan for grade-level instruction by identifying the grade-level TEK, required rigor, student accommodation/scaffold, expected student response, and method for assessing mastery.

Strategy's Expected Result/Impact: Increase SPED student performance across the board on all assessments.

Staff Responsible for Monitoring: Admin, ICs, Teachers, SPED teachers

Problem Statements: Demographics 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Current Special Education students significantly underperform the campus average in Reading and Mathematics, particularly at the Meets Grade Level standard.	Inconsistent access to grade-level TEKS and rigorous instructional tasks, combined with inconsistent use of appropriate scaffolds, accommodations, progress monitoring, and targeted intervention, has limited students' ability to demonstrate mastery of grade-level content.
2	African American students demonstrate lower academic achievement in Reading and Mathematics and experience higher rates of chronic absenteeism and disciplinary referrals than the campus population overall.	Campus systems have not consistently integrated academic progress monitoring, attendance intervention, behavioral support, and family engagement into one coordinated response for African American students demonstrating multiple indicators of risk.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	In Math STAAR, 63% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 3% higher than the previous year and 16% lower than the district. In 3rd grade, 60% of our students were at approaches or higher, which is 12% lower than the district.	Inconsistent alignment to the rigor of essential math TEKS, inconsistent use of CFA results to identify misconceptions, and inconsistent systems for immediate reteach, Tier 2 intervention, extension, and reassessment have limited student movement from Approaches to Meets/ Masters and reduced accelerated learning for previously unsuccessful students.
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Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	In Math STAAR, 63% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 3% higher than the previous year and 16% lower than the district. In 3rd grade, 60% of our students were at approaches or higher, which is 12% lower than the district.	Inconsistent alignment to the rigor of essential math TEKS, inconsistent use of CFA results to identify misconceptions, and inconsistent systems for immediate reteach, Tier 2 intervention, extension, and reassessment have limited student movement from Approaches to Meets/ Masters and reduced accelerated learning for previously unsuccessful students.
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Performance Objective 5 ☑ High Priority

By May 2027, the percentage of current Emergent Bilingual students demonstrating TELPAS progress will increase from 38% to at least 45%, with progress toward language proficiency monitored after each designated language-development assessment cycle.

Evaluation Data Source: TELPAS

Strategy 1

Teachers serving Emergent Bilingual students will intentionally plan and implement content and language objectives that identify the academic language students must use to demonstrate mastery of essential TEKS.

Strategy's Expected Result/Impact: Increase performance on TELPAS results, and higher percentage of student mastery on boulders.

Staff Responsible for Monitoring: Admin, ICs, Teachers

Problem Statements: Student Learning 1, 2 - School Processes & Programs 3, 4

Title I: 2.5.1

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Collaborative teams will identify essential academic vocabulary and language structures within priority TEKS and explicitly teach opportunities for students to listen, speak, read, and write using academic language.

Strategy's Expected Result/Impact: Increase performance on TELPAS results, and higher percentage of student mastery on boulders for all of our students who are lacking academic vocabulary.

Staff Responsible for Monitoring: Admin, ICs, Teachers

Problem Statements: Student Learning 1, 2 - School Processes & Programs 3, 4

Title I: 2.5.1

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

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

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Strategy 3

Our admin team will create a language-growth profile showing prior TELPAS proficiency levels, current language needs, and targeted instructional strategies. Grade-level teams and bilingual/ESL staff will review progress at least once every six weeks.

Strategy's Expected Result/Impact: Students show show an increase in proficiency levels, with no students showing a decrease.

Problem Statements: Student Learning 1, 2 - School Processes & Programs 3, 4

Title I: 2.5.1, 2.5.2

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

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

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Performance Objective 5 Problem Statements Identifying Student Learning

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Performance Objective 5 Problem Statements Identifying School Processes & Programs

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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**

During the 2026-2027 school year we utilize our Title I Campus Specialist to organize and create opportunities for parent and community engagement to see a 10% monthly increase in the number of attendees for each opportunity from the previous year.

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

Strategy 1

Host Academic Parent-Teacher Team nights 3 times in the school year, for parents to meet with teachers to discuss grade-level learning priorities, data progress, tools and strategies families can apply at home with the resources provided by teachers. Light snacks and childcare will be provided for these events to incentivize parent and family attendance. Teachers will be compensated for their extra duty work.

Strategy's Expected Result/Impact: We will see an increased amount of parents at the events we host as evidenced on sign-in sheets.Increase in student achievement, specifically in the content area taught and modeled by teachers.

Staff Responsible for Monitoring: Principal, AP, Title I Campus Specialist

Problem Statements: Student Learning 1, 2 - School Processes & Programs 3, 4 - Perceptions 1

Funding Sources: To pay any extra duty pay for PFE events 211 Title I, Part A, 6100, $1,120, Title I Specialist 211 Title I, Part A, 6119, $35,375, To purchase General Materials & Supplies to use with/ provide to families during PFE activities/events: 211 Title I, Part A, 6300, $1,400

Title I: 2.5.1, 2.5.3

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Strategy 2

Create a variety of resources for positive, two-way, communication between staff and parents. Staff resources include, but not limited to, Class Dojo, SOAR cards, postcards, phone calls and emails.

Strategy's Expected Result/Impact: Increase in positive relationships with parents and families.

Staff Responsible for Monitoring: Admin., Title I Specialist

Problem Statements: Perceptions 1

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Strategy 3

Watch D.O.G.S. and Watch M.O.M.S will be invited to come and partner with the school to be positive role models and be featured on morning video announcements. We will purchase required WATCH D.O.G.S and M.O.M.S supplies such as identification badges, lanyards, and program identifier apparel.

Strategy's Expected Result/Impact: Increased parent engagement participation from Watch DOGS and Watch MOMS
SignUp.com documentation of parent participation for Watch DOGS and Watch MOMS

Staff Responsible for Monitoring: Admin., Title I Specialist

Problem Statements: School Processes & Programs 1, 6 - Perceptions 1

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Strategy 4

Share campus-based community outreach activities and community service projects with the broader CSISD community

Strategy's Expected Result/Impact: Increased involvement from students, families, and community members

Staff Responsible for Monitoring: Admin, Title I Specialist, Student Leadership Advisor

Problem Statements: Perceptions 1

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Strategy 5

Our Title I Specialist will organize and manage a Parent Focus Group and meet throughout the school year to gain parent insight on school processes and programs.

Strategy's Expected Result/Impact: Improve school programs, incorporate new ideas and strengthen parent and community partnerships.

Staff Responsible for Monitoring: Admin., Title I Specialist

Problem Statements: Perceptions 1

Funding Sources: snacks and drinks for meetings 211 Title I, Part A, 6499, $200

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Strategy 6

Host campus College & Career Day with student activities, inviting community members to showcase different college and career opportunities for students.

Strategy's Expected Result/Impact: Students connect foundational learning skills to career and college, partnerships with community based businesses and Colleges.

Staff Responsible for Monitoring: Admin., Title I Specialist

Problem Statements: Perceptions 1

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Strategy 7

Hold a School STEAM night for students.

Strategy's Expected Result/Impact: Increase student understanding of student progress in school!

Staff Responsible for Monitoring: Admin, Title I, Teachers

Problem Statements: Perceptions 1

Title I: 2.5.2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	In Math STAAR, 63% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 3% higher than the previous year and 16% lower than the district. In 3rd grade, 60% of our students were at approaches or higher, which is 12% lower than the district.	Inconsistent alignment to the rigor of essential math TEKS, inconsistent use of CFA results to identify misconceptions, and inconsistent systems for immediate reteach, Tier 2 intervention, extension, and reassessment have limited student movement from Approaches to Meets/ Masters and reduced accelerated learning for previously unsuccessful students.
2	Reading performance remains below district expectations, with achievement gaps particularly evident among AA, EB, SPED, and economically disadvantaged students at the Meets and Masters levels.	Inconsistent implementation of grade-level reading rigor, explicit vocabulary and language development, comprehension instruction, written response, and responsive small-group instruction has resulted in uneven mastery of essential Reading TEKS across classrooms and student groups.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Students new to SWV (whether kinder or transient) make up the largest percentage of behavior calls.	There isn't an intentional system for teaching new students how to act and behave at school.
3	In Math STAAR, 63% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 3% higher than the previous year and 16% lower than the district. In 3rd grade, 60% of our students were at approaches or higher, which is 12% lower than the district.	Inconsistent alignment to the rigor of essential math TEKS, inconsistent use of CFA results to identify misconceptions, and inconsistent systems for immediate reteach, Tier 2 intervention, extension, and reassessment have limited student movement from Approaches to Meets/ Masters and reduced accelerated learning for previously unsuccessful students.
4	Reading performance remains below district expectations, with achievement gaps particularly evident among AA, EB, SPED, and economically disadvantaged students at the Meets and Masters levels.	Inconsistent implementation of grade-level reading rigor, explicit vocabulary and language development, comprehension instruction, written response, and responsive small-group instruction has resulted in uneven mastery of essential Reading TEKS across classrooms and student groups.
6	We had an average of 14 conduct referrals and 53 behavior calls per month in the 2025/2026 school year.	Lack of systems to identify and respond to tier 2 and tier 3 behavior needs both as a school system and by collaborative teacher teams.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Parent participation in school events is consistently low, averaging only 30%.	Parent-teacher relationship has not be cultivated efficiently campus-wide in order for parents to understand their affect through participation.

Performance Objective 2 ☑ High Priority

Decrease the monthly average of 14 conduct referrals by 10% and decrease the monthly average of 51 behavior calls by 15% from August 2026 to May of 2027.

Evaluation Data Source: Behavior Log, Behavior Referrals in Eschool

Strategy 1

Continue to implement character education curriculum pre-K-4 that promotes positive relationships among students, staff and families.

Strategy's Expected Result/Impact: Decrease in behavior calls and referrals.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Classroom Teachers, Title I Campus Specialist, Title I Behavior Coach

Problem Statements: School Processes & Programs 1, 6

Title I: 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 2

Utilize our House Team system to promote positive SEL behaviors, teamwork and connections with students from other grades and classes.

Strategy's Expected Result/Impact: decrease in behavior referrals, increase in use of self regulation and problem solving skills

Staff Responsible for Monitoring: Principal, Title 1 Campus Specialist, AP, Behavior Coach, Counselor

Problem Statements: School Processes & Programs 1, 6

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

Formative Reviews

November	February	April	June

Strategy 3

Analyze student behavior data and provide tier 3 interventions for students as well as classroom modeling of classroom manegement to new teachers and teachers with difficult behaviors.

Strategy's Expected Result/Impact: decrease in behavior calls, predicting triggers leading to behaviors which allows proactive intervention in classroom

Staff Responsible for Monitoring: Behavior Coach, MTSS Specialist, Instructional Coaches and Counselor

Problem Statements: School Processes & Programs 1, 6

Funding Sources: Behavior Coach 211 Title I, Part A, 6119, $67,686

Title I: 2.5.3

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Strategy 4

Implement schoolwide expectations matrix aligned with rules and expectations required by students in every part of the school building using a school spirit acronym. Teachers will focus on teaching and reviewing the matrix so that all students know and understand the rules of the building.

Strategy's Expected Result/Impact: Students will learn the matrix with the goal of decreasing unwanted behaviors throughout the school day.

Staff Responsible for Monitoring: Admin, Teachers, Counselor, Title 1 Behaviors Coach,

Problem Statements: School Processes & Programs 1, 6

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November	February	April	June

Strategy 5

Implement Eagle Academies to build on the Matrix foundations and SEL by reteaching the campus' goals and expectations.

Strategy's Expected Result/Impact: Student expectations will be evident throughout the building with less redirection and conduct referrals.

Staff Responsible for Monitoring: Admin, teachers, behavior coach, counselor

Problem Statements: School Processes & Programs 1, 6 - Perceptions 2

Funding Sources: Title 1 Behavior Coach 211 Title I, Part A, 6119,

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November	February	April	June

Strategy 6

Continue Southwood Valley Student Leadership team formation, activities and develop student leaders through leadership team meetings, community service projects, and through the development of student officers at the TEPSA Student Annual Conference. Student Leadership Team will attend TEPSA Conference to promote a positive relationship between school and the community.

Strategy's Expected Result/Impact: Opportunities for community engagement including community service projects. Students will model positive leadership behaviors.

Staff Responsible for Monitoring: Title 1 Behavior Coach, Cynthia Montoya, Admin, Counselor

Problem Statements: Perceptions 2

Funding Sources: Title 1 Behavior Coach 211 Title I, Part A, 6119, , TEPSA Student Leadership Travel 211 Title I, Part A, 6412, $600

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

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

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Students new to SWV (whether kinder or transient) make up the largest percentage of behavior calls.	There isn't an intentional system for teaching new students how to act and behave at school.
6	We had an average of 14 conduct referrals and 53 behavior calls per month in the 2025/2026 school year.	Lack of systems to identify and respond to tier 2 and tier 3 behavior needs both as a school system and by collaborative teacher teams.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	While 57% of students feel their peers care about and help each other, there is a notable percentage of students who are neutral or disagree.	Lack of system or action steps to notice positive within classmates during the school day.

Performance Objective 3 ☑ High Priority

During the 2026-2027 school year, the campus will increase student attendance from 95.6% to 96.1%, as measured by ADA reports, in order to meet the minimum ADA target through consistent monitoring, parent communication, and targeted attendance interventions.

Evaluation Data Source: On-Board, Raawee

Strategy 1

Meet with/conference with parents of students who are frequently tardy or absent to help them understand the importance of student attendance.

Strategy's Expected Result/Impact: Increase student attendance.

Staff Responsible for Monitoring: Family Facilitator, Counselor, AP

Problem Statements: School Processes & Programs 5

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 School Processes & Programs

	Problem Statement	Root Cause
5	While the campus has reached a five-year attendance high of 95.50%, a critical gap remains for the African American student population, where 15% are chronically absent and an additional 15% are "trending chronic"--meaning that 30% of this subgroup is struggling to maintain consistent classroom presence .	Lack of a system to identify and target frequently tardy and absent students.

Performance Objective 4 ☑ High Priority

Increase the percentage of students who feel their peers care about and help each other from 57% to 67% by 05/2027.

Strategy 1

Train teachers to facilitate activities that promote teamwork and collaboration, such as group projects or peer mentoring, to strengthen peer relationships.

Problem Statements: Perceptions 2

Title I: 2.5.3

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Strategy 2

Implement a written afternoon reflection time called "Wings up Wins" where students list 2 positives from the school day utilizing sentence stems.

Strategy's Expected Result/Impact: Increase the percentage of positive interactions between students and help them notice the good around them.

Staff Responsible for Monitoring: Teachers

Problem Statements: Perceptions 2

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	While 57% of students feel their peers care about and help each other, there is a notable percentage of students who are neutral or disagree.	Lack of system or action steps to notice positive within classmates during the school day.

Performance Objective 5

By 05/2027 reduce the percentage of behavior calls for new students from 60% to 50% by implementing a structured orientation and behavior education program.

Strategy 1

Develop a comprehensive orientation program for new students that includes school rules, expectations, and positive behavior reinforcement strategies.

Problem Statements: School Processes & Programs 1

Title I: 2.5.3

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Students new to SWV (whether kinder or transient) make up the largest percentage of behavior calls.	There isn't an intentional system for teaching new students how to act and behave at school.

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**

During the 2026-2027 school year, 100% of classroom teachers will integrate digital learning platforms at least weekly to address student learning gaps identified through MAP and CFA data, as measured by lesson plans, platform usage reports, and administrative walkthroughs.

Evaluation Data Source: Edmentum and MAP Data

Strategy 1

Teachers will utilize digital platforms like Edmentum, Study Island, istation, and other digital resources to support mastery of essential standards.

Strategy's Expected Result/Impact: Academic growth and achievement gaps will close and achievement will increase as students use Edmentum with fidelity.

Staff Responsible for Monitoring: Teachers

Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 3, 4

Title I: 2.5.2

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

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

Formative Reviews

November	February	April	June

Strategy 2

Build instructional capacity within our teachers surrounding purposeful usage of existing digital platforms.

Strategy's Expected Result/Impact: Increased ability to utilize campus and district funded resources

Staff Responsible for Monitoring: Principal, AP, DLA, Digital Learning Coach

Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 3, 4

Title I: 2.5.2

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

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

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Current Special Education students significantly underperform the campus average in Reading and Mathematics, particularly at the Meets Grade Level standard.	Inconsistent access to grade-level TEKS and rigorous instructional tasks, combined with inconsistent use of appropriate scaffolds, accommodations, progress monitoring, and targeted intervention, has limited students' ability to demonstrate mastery of grade-level content.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	In Math STAAR, 63% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 3% higher than the previous year and 16% lower than the district. In 3rd grade, 60% of our students were at approaches or higher, which is 12% lower than the district.	Inconsistent alignment to the rigor of essential math TEKS, inconsistent use of CFA results to identify misconceptions, and inconsistent systems for immediate reteach, Tier 2 intervention, extension, and reassessment have limited student movement from Approaches to Meets/ Masters and reduced accelerated learning for previously unsuccessful students.
2	Reading performance remains below district expectations, with achievement gaps particularly evident among AA, EB, SPED, and economically disadvantaged students at the Meets and Masters levels.	Inconsistent implementation of grade-level reading rigor, explicit vocabulary and language development, comprehension instruction, written response, and responsive small-group instruction has resulted in uneven mastery of essential Reading TEKS across classrooms and student groups.

3	Students new to SWV make up the largest percentage of students needing tier 3 supports in reading and math.	Students new to SWV are not getting immediate explicit and systematic instruction, therefore they are not being held accountable to boulders taught prior to arrival.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	In Math STAAR, 63% of our students were approaches or higher on English STAAR in 4th grade. This percentage is 3% higher than the previous year and 16% lower than the district. In 3rd grade, 60% of our students were at approaches or higher, which is 12% lower than the district.	Inconsistent alignment to the rigor of essential math TEKS, inconsistent use of CFA results to identify misconceptions, and inconsistent systems for immediate reteach, Tier 2 intervention, extension, and reassessment have limited student movement from Approaches to Meets/ Masters and reduced accelerated learning for previously unsuccessful students.
4	Reading performance remains below district expectations, with achievement gaps particularly evident among AA, EB, SPED, and economically disadvantaged students at the Meets and Masters levels.	Inconsistent implementation of grade-level reading rigor, explicit vocabulary and language development, comprehension instruction, written response, and responsive small-group instruction has resulted in uneven mastery of essential Reading TEKS across classrooms and student groups.

Title I Summary

Title I Personnel

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

Committees

Committees

CIP Committee

Members

First Name	Last Name	Position	Committee Role
Julia	Norsworthy	Language Acquisition Coordinator	CSISD Representative
Kimberly	Bethune	SPED Teacher	Staff Member
Josh	Newton	Business	Business Member
Andrew	Arizpe	Parent	Parent Member
Matt	Bobbit	Community	Community Member
Craig	Jeffery	Parent	Parent Member
Tiffany	Williams Fletcher	P.E. Coach	Staff Member
Ria	Sanchez	Third Grade Teacher	Staff Member
Nila	Lazo	First Grade Teacher	Staff Member
Leah	Stroud	Second Grade Teacher	Staff Member
Madiha	Manzoor	Third Grade Teacher	Staff Member
Hayley	Piper	Fourth Grade Teacher	Staff Member
Denise	Colokuris	Kindergarten Teacher	Staff Member
Carmen	Delgado	Second Grade Dual Language	Staff Member
Elizabeth	Bethune	Behavior Coach	Staff Member
Catherine	Poage	Counselor	Staff Member
Elena	Freeburger	Fourth Grade Teacher	Staff Member
Kimberly	Keel-Kreamer	Kindergarten Teacher	Staff Member
Bridget	Freeman	Title I Specialist	Staff Member
Jessica	Faltysek	Instructional Coach	Staff Member
Amanda	Kim	Instructional Coach	Staff Member
Valerie	Burns	MTSS Coordinator	Staff Member
Renee	Sanders	Assistant Principal	Staff Member

Alison	DeLuna	Principal	Staff Member

Funding Summary

Funding Summary

199 State Compensatory Ed (SCE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	6	State Comp	--	$7,540.00
				Sub-Total	$7,540.00
				Budgeted Fund Source Amount	$7,540.00
				+/- Difference	$0.00

211 Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	PD & Travel	6411	$3,000.00
1	1	5	PD & Travel	6411	$7,000.00
1	1	7		--	$0.00
2	2	2	Instructional Assistant	6125	$31,802.00
2	2	2	Instructional Assistant	6125	$23,564.00
2	2	2	Tutoring	6128	$17,298.00
2	2	6		6399	$4,309.00
2	3	1		6118	$4,075.00
3	1	1	To pay any extra duty pay for PFE events	6100	$1,120.00
3	1	1	Title I Specialist	6119	$35,375.00
3	1	1	To purchase General Materials & Supplies to use with/provide to families during PFE activities/ events:	6300	$1,400.00
3	1	5	snacks and drinks for meetings	6499	$200.00
3	2	3	Behavior Coach	6119	$67,686.00
3	2	5	Title 1 Behavior Coach	6119	$0.00
3	2	6	Title 1 Behavior Coach	6119	$0.00
3	2	6	TEPSA Student Leadership Travel	6412	$600.00
				Sub-Total	$197,429.00
				Budgeted Fund Source Amount	$197,429.00
				+/- 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	

Addendums

Southwood Valley Professional Development Plan 2024-2025

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

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

Social Emotional Learning						
Professional Learning Activity	Participants	CIP/DIP Goal and Specific Result	Staff Responsible & Presenters	Evaluation Tool to Measure Success	Funding Amount	Funding Amount
Behavior Solutions - Solution Tree	All Teachers	3.3 Create and implement a behavior expectations matrix aligned with rules and expectations required by students in every part of the school building using a school spirit acronym. Teachers will focus on teaching and reviewing the matrix so that all students know and understand the rules of the building	Principal, Assistant Principal, Counselor, Behavior Coach	Behavior Data		
Ask the "Expert"	All staff	1.2 Implement "Expert Hours" with teacher experts who will lead professional development in their area of strength that is related to one of our campus goals.	Campus Admin Teacher Leaders	Walk-through data, feedback		
Character Strong	All Staff	3.1 Train and implement character education curriculum pre-K-12 that promotes positive relationships among students, staff and families. Provide light snacks to incentivise parent participation.	Principal, Assistant Principal, Counselor, Classroom Teachers, Title I Campus Specialist	Walk-Throughs		

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