College Station ISD

Cypress Grove Intermediate School

2025-2026 Campus Improvement Plan

Accountability Rating: C

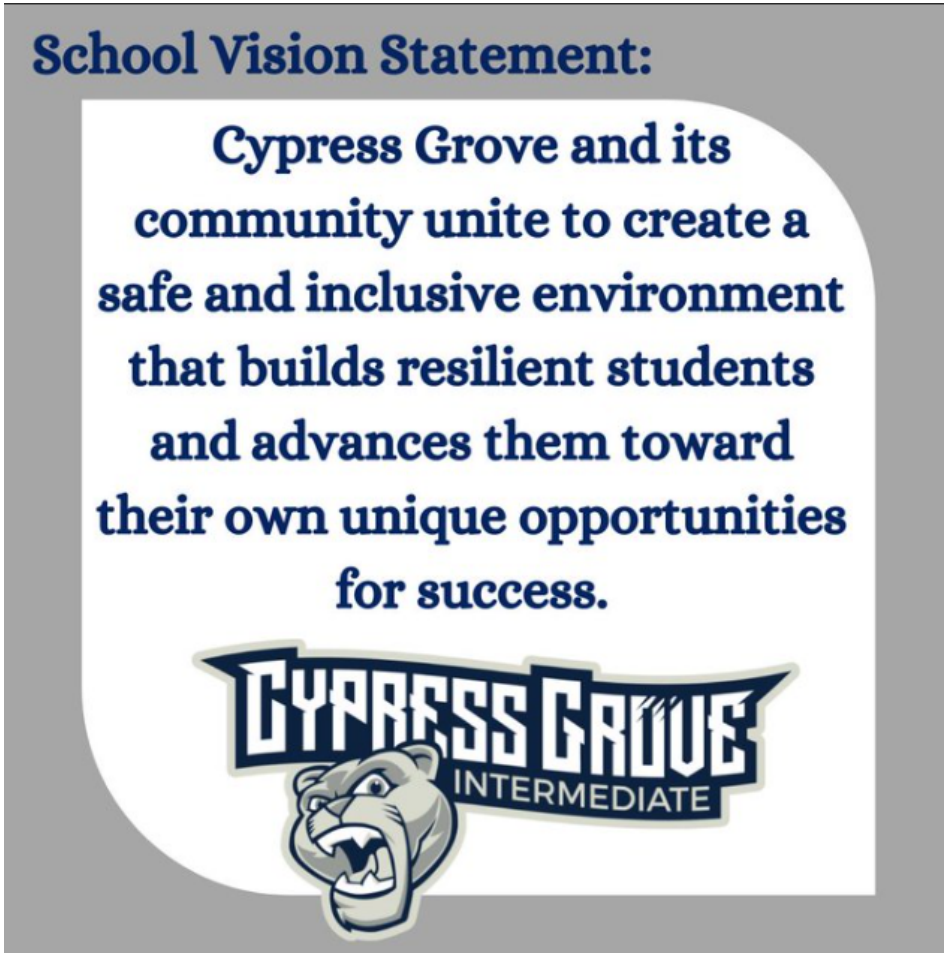
Distinction Designation
Academic Achievement in Science

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

Mission Statement

At Cypress Grove Intermediate, we will work as a school community to ensure all students grow and achieve high levels of learning.

Vision



Value Statement

The Foundation of Cypress Grove Intermediate 2025-2026

Our Mission: We will work as a school community to ensure all students grow and achieve high levels of learning.

Our Vision: Cypress Grove and its community unite to create a safe and inclusive environment that builds resilient students and advances them toward their own unique opportunities for success.

As a Result of That Commitment:

- The staff focuses on research based instructional practices to support student learning.
- Students are provided a guaranteed and viable curriculum that is delivered based on knowledge of the essential learning outcomes.
- Daily formative assessments in the classroom and team-developed common formative assessments for each unit are used to drive student instruction.
- The school is characterized by a collaborative culture of responsibility as a PLC and has systems in place to ensure that evidence of student learning is used to—
    - Provide timely, diagnostic, and directive support for students who are struggling
    - Enrich and extend learning for students who demonstrate they are highly proficient
    - Inform individual educators through student data collection regarding their instructional strengths and weaknesses in helping students to learn at high levels
    - Alert a collaborative team to areas of concern in student learning that warrant the attention of the entire team

Our Collective Commitments: In order to fulfill our fundamental purpose and become the school we describe in our vision statement, each member of the staff commits to the following—

- We will analyze and utilize data for growth opportunities for teachers and students by participating in data-driven

discussions and applying the learning to instructional strategies in the classroom.

- We will use our essential learning standards to drive our instruction for all tiers using district curriculum documents and resources.
- We will use a behavior tracking system to target the improvement of specific expected behaviors and apply a system of behavior intervention strategies.
- We will work collaboratively to set goals with students and track their progress for academic and social emotional success.

Our Guiding Coalition Goals:

1. By May of 2026 at least 90% of teachers will analyze data to work towards the team SMART Goals.
2. By May of 2026, at least 90% of staff will be able to effectively identify and develop strategies to assess prerequisite knowledge and assist in filling in gaps.

Our School Wide Goals: We will monitor the following indicators to mark our progress—

- We will reduce the failure rate in each grade level in our school by growing our students.
- We will Increase student achievement on district, state, and national high-stakes assessments.
- We will increase student engagement and effective use of behavior strategies.
- We will increase parental engagement and participation in all school wide activities, events, and committees.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

In preparation for the 2024-2025 school year, feedback in the form of meetings and surveys were obtained from a Campus Leadership Team. Members of the team included department heads, team leads, instructional coaches, administrators, a SPED representative, parent representatives, community member, and counselor. The Campus Leadership Team met monthly throughout the school year to review the data points below in order to determine our campus focuses for the 2024-25 school year. A SWOT analysis was also utilized to guide our focus areas.

Improvement Planning Data

- District and Campus Improvement Plan from the previous year
- Site Based Decision Making Committee data
- State and federal planning requirements

Student Assessment Data:

- District required assessment data
- STAAR current and longitudinal results
- NWEA MAP Universal Screener data
- Grades that measure student performance based on standards
- Special Programs data
- At-risk population data
- Race and ethnicity population data
- Economically disadvantaged
- Section 504 data

Student Data: Academic, Behavior, and Other Indicators

- Attendance data
- Discipline data
- School Safety data
- RTI data (academic and behavior)

Staff Data

- Professional Learning Community data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Evaluations of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- PTO member Feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation and evaluation
- Budgets and expenditures data

After all the the data was reviewed and feedback interpreted, it was determined that there needs to be a focus on social emotional/behavioral learning, small group differentiated instruction, student goal setting implementation, data informed instructional practices, and strengthening parent/community involvement. The campus needs assessment and campus improvement plan will be reviewed, evaluated, and revised (if needed) throughout the year. The campus needs assessment, campus improvement plan, family engagement policy and compact will be available to parents as well as community members. The locations of the documents will be communicated to Cypress Grove Intermediate parents during the annual Title 1 meeting and through campus newsletters.

The Campus Leadership Team, comprising a diverse group of stakeholders including department heads, team leads, instructional coaches, administrators, a SPED representative, parent representatives, a community member, and a counselor, engaged in a comprehensive feedback process through meetings and surveys. This collaborative approach ensured that a wide range of perspectives were considered, allowing us to gather valuable insights into the needs and priorities of our school community.

Throughout the school year, the team convened on a monthly basis to meticulously review various data points. This regular analysis was crucial in identifying trends, challenges, and opportunities within our educational environment. By maintaining a consistent schedule of meetings, we were able to stay informed and responsive to the evolving needs of our students and staff.

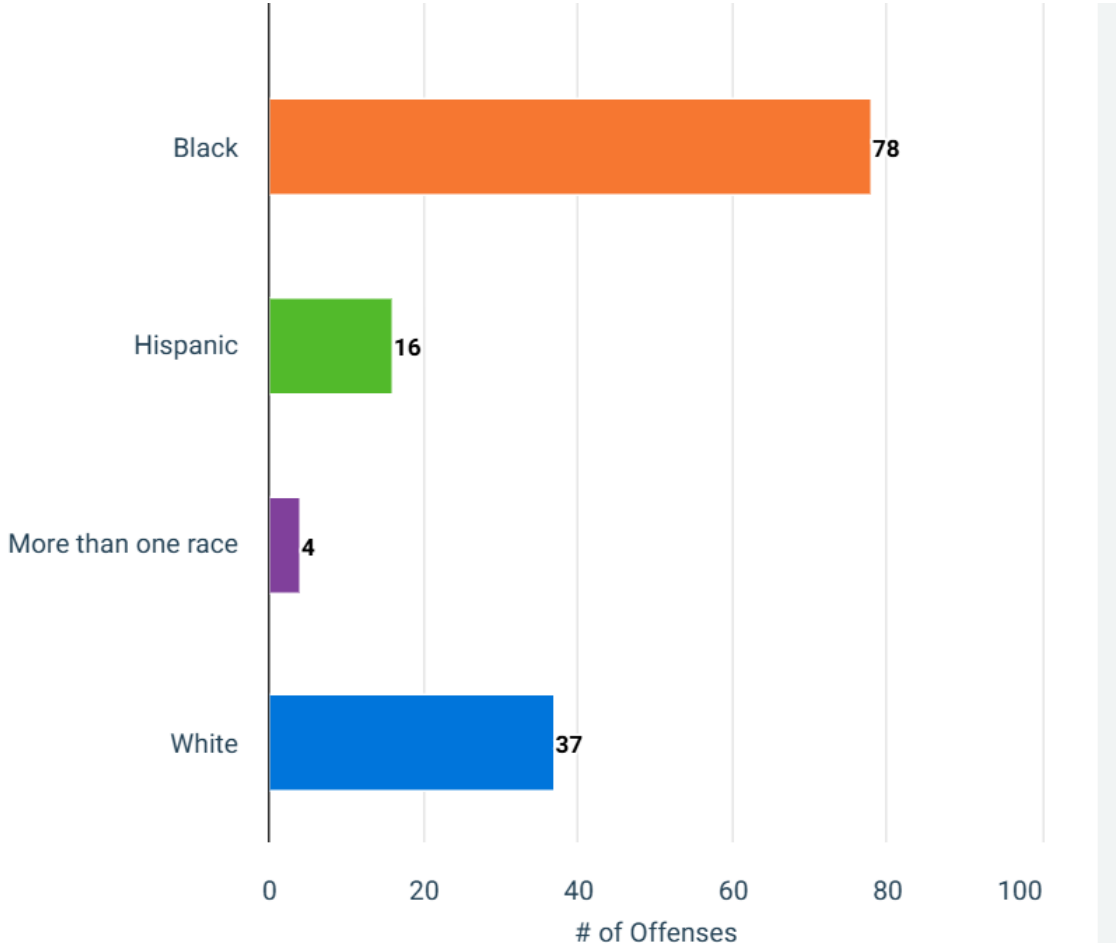
In addition to our regular meetings, a SWOT analysis was employed to further refine our focus areas for the upcoming school year. This strategic tool allowed us to systematically evaluate our strengths, weaknesses, opportunities, and threats, providing a clear framework for decision-making. The insights gained from this analysis will guide our efforts in enhancing the educational experience and outcomes for all members of our school community in the 2024-25 school year.

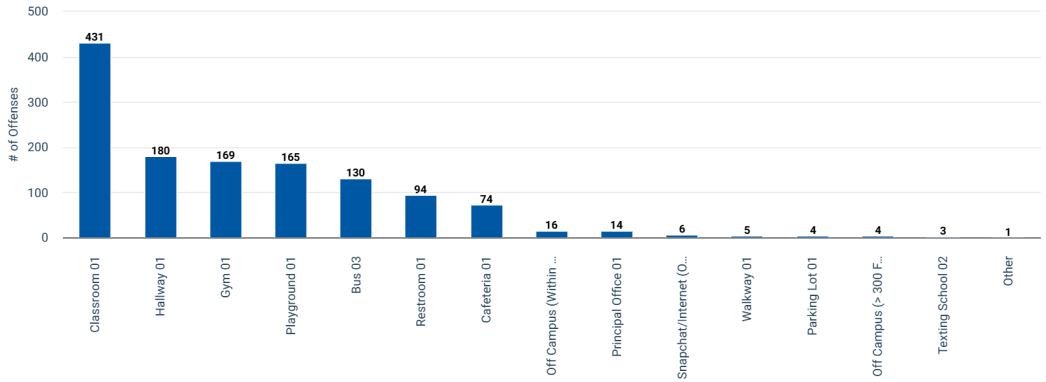
Demographics

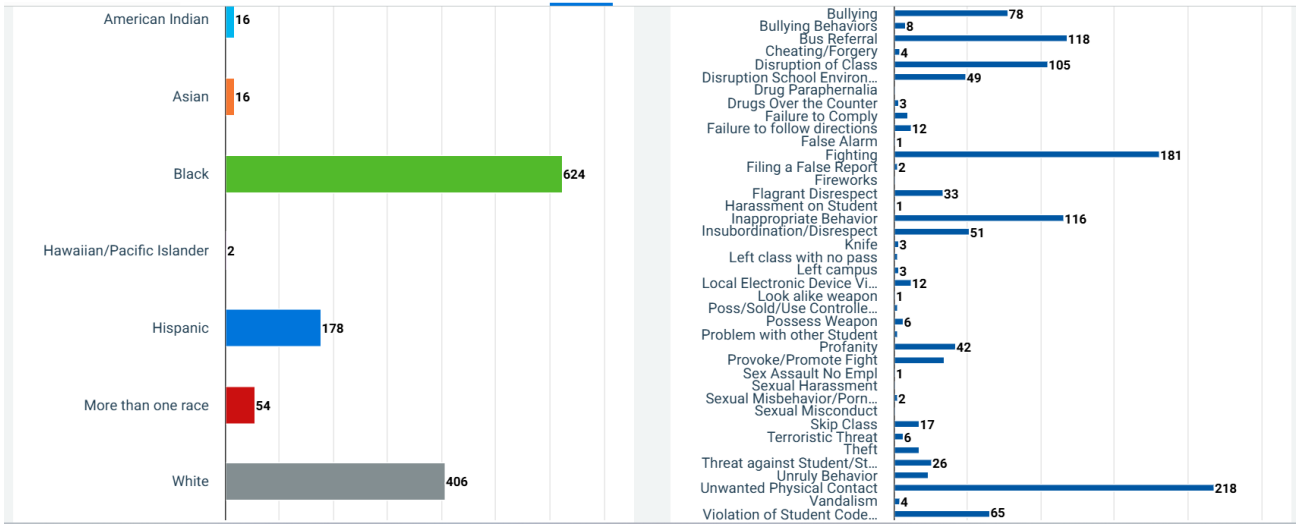
Demographics Summary

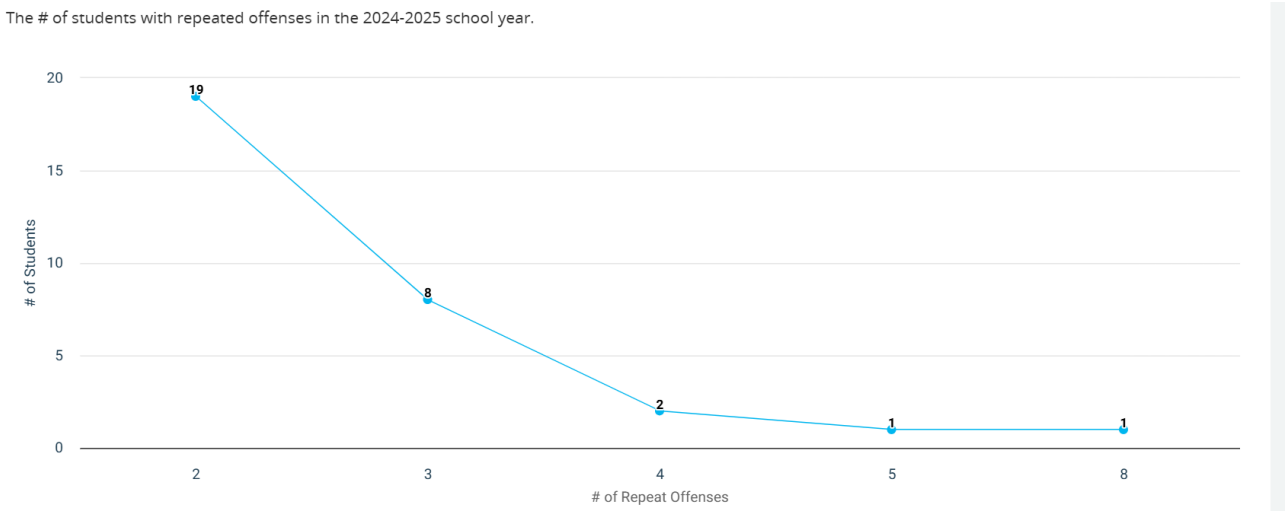
Projected enrollment for 24-25 is 541 students. The current 23-24 data is below. 22% of our campus is classified as SPED. 47% are Economically Disadvantaged. 14% are classified as G/T. Average gen ed classroom is 22/1.

Behavior Trends by Ethnicity:




# of Offenses
500
400
300
200
100
0
431
180
169
165
130
94
74
16
14
6
5
4
4
3
1
Classroom 01
Hallway 01
Gym 01
Playground 01
Bus 03
Restroom 01
Cafeteria 01
Off Campus (Within ...
Principal Office 01
Snapchat/Internet (O...
Walkway 01
Parking Lot 01
Off Campus (> 300 F...
Texting School 02
Other


American Indian 16
Asian 16
Black 624
Hawaiian/Pacific Islander 2
Hispanic 178
More than one race 54
White 406
Bullying 78
Bullying Behaviors 8
Bus Referral 118
Cheating/Forgery 4
Disruption of Class 105
Disruption School Environ... 49
Drug Paraphernalia
Drugs Over the Counter 3
Failure to Comply
Failure to follow directions 12
False Alarm 1
Fighting 181
Filing a False Report 2
Fireworks
Flagrant Disrespect 33
Harassment on Student 1
Inappropriate Behavior 116
Insubordination/Disrespect 51
Knife 3
Left class with no pass
Left campus 3
Local Electronic Device Vi... 12
Look alike weapon 1
Poss/Sold/Use Controlle...
Possess Weapon 6
Problem with other Student
Profanity 42
Provoke/Promote Fight
Sex Assault No Empl 1
Sexual Harassment
Sexual Misbehavior/Porn... 2
Sexual Misconduct
Skip Class 17
Terroristic Threat 6
Theft
Threat against Student/St... 26
Unruly Behavior
Unwanted Physical Contact 218
Vandalism 4
Violation of Student Code... 65



At our school, we place a strong emphasis on fostering a vibrant and inclusive community that encompasses students, staff, and the broader community. We are committed to understanding and supporting all student groups, taking into account factors such as race, ethnicity, gender, attendance, and mobility. This comprehensive approach allows us to tailor our educational strategies to meet the diverse needs of our student body.

We closely monitor graduation and completion rates, as well as dropout statistics, to ensure that we are providing the necessary support and resources for all students to succeed. Our focus on discipline is aimed at creating a safe and respectful learning environment, where students can thrive academically and socially.

Enrollment in College, Career, and Military Readiness (CCMR) programs, as well as advanced course enrollment, is a priority for us, as we strive to prepare our students for future success. We also pay special attention to our special education programs and other specialized programs to ensure that every student receives the support they need to reach their full potential.

Teacher retention, recruitment, and experience are critical components of our educational framework. We are dedicated to maintaining optimal teacher-student ratios to provide personalized attention and support. Additionally, we ensure that our paraprofessionals are highly qualified, as they play a vital role in supporting our educational mission.

In all aspects of our school operations, we are committed to continuous improvement and excellence, ensuring that we provide a high-quality education for every student.

Demographics Strengths

We had 57% of students in advanced courses on campus (ELA and Math) in 23-24. For 24-25 we have 60% enrolled in these courses.

Our school has demonstrated a commendable commitment to academic excellence, as evidenced by the significant percentage of students enrolled in advanced courses. In the 2023-2024 academic year, 57% of our students were engaged in advanced English Language Arts (ELA) and Math courses. This reflects our dedication to providing challenging and enriching educational opportunities that cater to the diverse needs and aspirations of our students. Looking ahead to the 2024-2025 academic year, we are proud to report an increase in enrollment, with 60% of our students now participating in these advanced courses. This upward trend is a testament to our ongoing efforts to foster a rigorous academic environment and to encourage our students to reach their full potential. Our faculty and staff remain committed to supporting our students in these endeavors, ensuring they are well-prepared for future academic and career challenges.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our current African American population students had 54% passing rate on all STAAR 2025 assessments. Additionally, our student population of Two or More Races was very similar.
Root Cause: Inconsistent access to high-quality, culturally responsive instruction; limited targeted academic interventions; and inconsistent use of data to monitor and respond to student progress. Additionally, disparities in school climate, student engagement, and access to support services--may be affecting student performance.

Student Learning

Student Learning Summary

The data below shows the STAAR student achievement data from the 2023-2024 school year.

	Approaches Grade Level %	Meets Grade Level %	Masters Grade Level %
All Subjects	77	50	20
Math 5th Grade	81	49	20
Math 6th Grade	76	43	12
Reading 5th Grade	79	55	25
Reading 6th Grade	81	57	20
Science 5th Grade	59	30	16

23-24 STAAR Comparison Data

STAAR Subject	Campus Student Count	State Average Scale Score	District Average Scale Score	Campus Average Scale Score
Math 5th Grade	243	1640	1661	1645
Math 6th Grade	245	1716	1803	1731
Reading 5th Grade	251	1606	1622	1600
Reading 6th Grade	250	1643	1688	1641
Science 5th Grade	250	3690	3913	3745
ALT 2 5th Grade Math	11	n/a	n/a	n/a
ALT 2 6th Grade Math	5	n/a	n/a	339
ALT 2 5th Grade Reading	11	n/a	n/a	n/a
ALT 2 6th Grade Reading	5	n/a	n/a	333
ALT 2 5th Grade Science	11	n/a	n/a	351

See other data below based on our campus SWOT Analysis and NWEA Universal Screener data.

SWOT Analysis

NWEA MAP Student Achievement & Growth Summary

NWEA Growth and Achievement Percentile Results:

Reading Grade 5 Growth: 37th at EOY

Reading Grade 5 Achievement: 59th (Fall) 52nd (Spring)

Reading Grade 6 Growth: 39th at EOY

Reading Grade 6 Achievement: 68th (Fall) 59th (Spring)

Math Grade 5 Growth: 44th at EOY

Math Grade 5 Achievement: 65th (Fall) 57th (Spring)

Math Grade 6 Growth: 59th at EOY

Math Grade 6 Achievement: 63rd (Fall) 65th (Spring)

Science Grade 5 Growth: 61st at EOY

Science Grade 5 Achievement: 77th (Fall) 79th (Spring)

Science Grade 6 Growth: 58th at EOY

Science Grade 6 Achievement: 77th (Fall) 75th (Spring)

As a school, we are committed to closely monitoring student achievement and progress through a variety of state and local assessments. These assessments, along with benchmarks, provide us with valuable insights into our students' academic performance and growth over time. We also place a strong emphasis on advanced courses and dual enrollment opportunities, which allow our students to challenge themselves and earn college credits while still in high school.

Our focus on College, Career, and Military Readiness (CCMR) is integral to preparing our students for life beyond graduation. We analyze grades and graduation plans to ensure that each student is on track to meet their educational goals. Additionally, we keep a close eye on retention data and dropout rates, as these metrics are crucial indicators of student engagement and success.

Special education data is carefully reviewed to ensure that we are meeting the needs of all learners, providing appropriate support and resources to help them thrive. English language assessments are also a key component of our data analysis, as they help us tailor instruction for our English language learners. By examining this comprehensive array of data, we are able to make informed decisions that enhance the educational experience for every student in our school.

Student Learning Strengths

Based on the 23-24 STAAR data, there were successful achievements made in the areas of 5th grade math and 6th grade reading. Based on our Spring NWEA MAP data overall, students are performing at or above normed median achievement and growth percentiles, according to MAP 2020 normative data.

The recent 23-24 STAAR data highlights significant accomplishments in our 5th grade math and 6th grade reading programs. These achievements are a testament to the dedication of our educators and the hard work of our students. The success in 5th grade math indicates that our curriculum and teaching strategies are effectively fostering mathematical understanding and skills among our students. Similarly, the strong performance in 6th grade reading reflects our commitment to developing literacy and critical thinking abilities, ensuring that students are well-prepared for future academic challenges.

Furthermore, our Spring NWEA MAP data reveals that our students are performing at or above the normed median achievement and growth percentiles, as per the MAP 2020 normative data. This demonstrates that our students are not only meeting but often exceeding national benchmarks in their academic progress. Such outcomes underscore the effectiveness of our instructional approaches and the supportive learning environment we strive to maintain. Our focus on continuous improvement and personalized learning is clearly yielding positive results, as evidenced by these impressive growth metrics.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The 2024-25 NWEA MAP growth and achievement data shows that campus growth percentile for math overall is 52nd, which falls barely above the 50th percentile norm, indicating this is an area of improvement needed campus wide for both 5th scoring in the 52nd% and 6th in the 56th%.
Root Cause: Campus-wide math growth is lagging because of inconsistent use of data to drive math instruction and a lack of consistent attention to responsive math intervention practices.

Problem Statement 2: The 2024-25 NWEA MAP growth and achievement data shows that campus growth percentile for reading overall is 55th, which falls barely above the 50th percentile norm, indicating this is an area of improvement needed campus wide for both 5th scoring in the 54th% and 6th in the 57th%.
Root Cause: Campus-wide reading growth is lagging because of inconsistent use of data to drive reading instruction and a lack of consistent attention to responsive reading intervention practices.

Problem Statement 3 (Prioritized): Our current African American population students had 54% passing rate on all STAAR 2025 assessments. Additionally, our student population of Two or More Races was very similar.
Root Cause: Inconsistent access to high-quality, culturally responsive instruction; limited targeted academic interventions; and inconsistent use of data to monitor and respond to student progress. Additionally, disparities in school climate, student engagement, and access to support services--may be affecting student performance.

School Processes & Programs

School Processes & Programs Summary

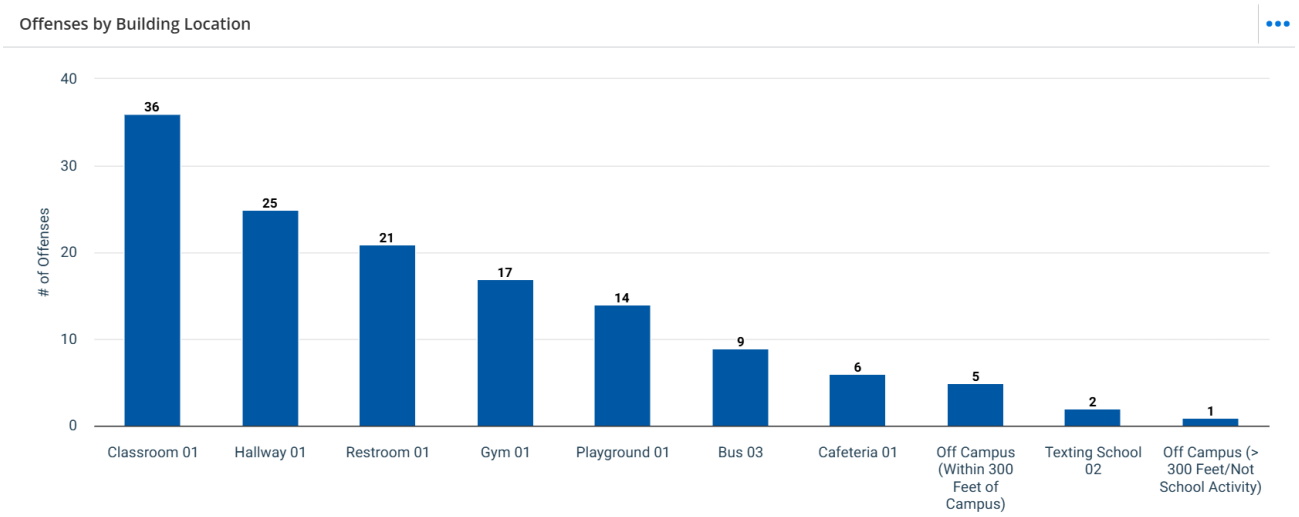
Through our PLC and collaborative team meetings we will focus on identifying priority standards, establishing learning targets, backwards planning of assessment to match all intended learning outcomes, and using convergent assessment data to design high leverage instructional practices to meet the needs of all learners.

Based on the data collected and reviewed, it was determined that funding will be used to help meet our goals and performance objectives for all student groups. It will include personnel costs for an MTSS Coordinator and academic tutors during the school day, materials and supplies to support interventions in reading and math from programs/intervention supply vendors such as: *Really Great Reading, Solution Tree, Lead4ward, EAI Education, Didax, and All Access* to support math instruction. Materials and supplies funds will also be used to purchase Technology Equipment to support campus Title I initiatives, reading materials for professional development, and professional development materials and supplies to support campus Title I initiatives. Funding for other miscellaneous operating costs will be used to cover travel costs for campus employees to attend professional development that will directly supports campus Title I initiatives. Parent Family Engagement funds will be used to provide extra-duty Pay for current campus professionals to conduct and/or support PFE activities/events, to purchase books from *Lakeshore* to provide to families at PFE events as take-home readers, and other miscellaneous supplies to support our PFE family night events. These programs and resources will be evaluated by the Site Based Decision Making Team throughout the year using teacher walk-through data, student assessment and intervention data, parent involvement participation data, and survey results.

We will continue to use the SAMR model to evaluate our technology integration. Professional Development and support will be provided to our staff by our campus Technology facilitators.

We will continue to focus on SEL strategies through our campus wide "Village" partnerships with other students and staff to increase self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. We will also continue to utilize the Character Strong program as well as our school wide CHAMPS behavior matrix as part of our PBIS plan.

Behavior Trends:



Change in incidents by year:

(Standard)

Filter Criteria:

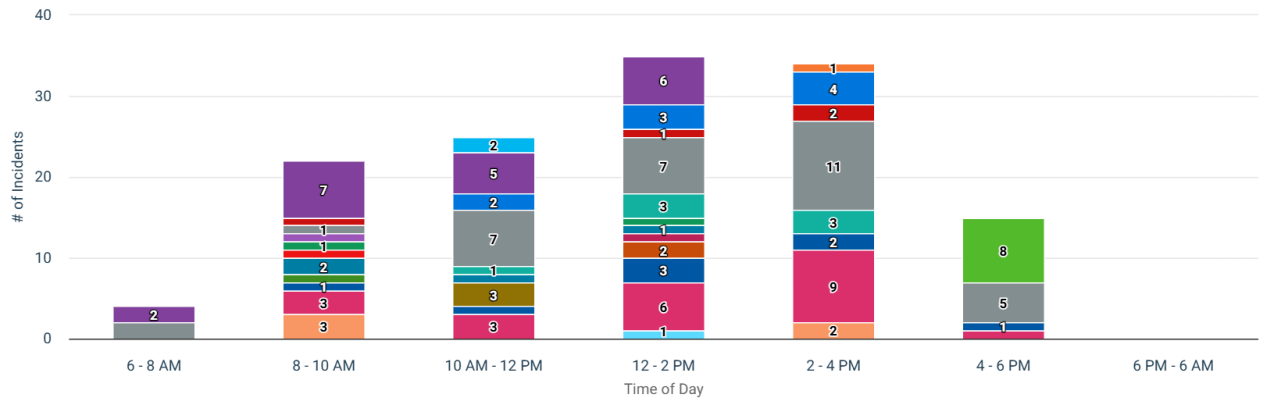
School Type	[All School Type]	**School**	Cypress Grove Intermediate
Grade	[All Grades]	**Staff**	[All Staff]
Gender	[All]	**Ethnicity**	[All]
SPED	[All]	**EB**	[All]
Programs	[All]	**Student Group**	[None Selected]
Incident Group	[All Incident Types]	**Incident Type**	[All Incident Types]
YOY	Standard		

Offense Group \ Year	2021-2022	2022-2023	2023-2024	2024-2025	Totals
Any e-cigarette	2	6	1	2	11
Assault	2	7	5	2	16
Bullying	22	29	16		67
Bullying Behaviors		1	7		8
Bus Referral	52	14	22	8	96
Cheating/Forgery			4		4
Disruption of Class	34	14	26	9	83
Disruption School Environment		20	9	20	49
Drug Paraphernalia		1			1
Drugs Over the Counter		3			3
Failure to Comply		4	1	4	9
Failure to follow directions	3		6		9
False Alarm	1				1
Fighting	35	58	39	33	165
Filing a False Report			2		2
Fireworks	1				1
Flagrant Disrespect	10	13	4		27
Harassment on Student		1			1
Inappropriate Behavior	44	10	33	7	94
Insubordination/Disrespect	10	22	13	1	46
Knife		1	2		3
Left class with no pass	1				1
Left campus	1	2			3
Local Electronic Device Violation	1		5	2	8
Look alike weapon			1		1
Poss/Sold/Use Controlled Substance		2			2
Possess Weapon	1	2		1	4
Problem with other Student	2				2
Profanity	7	13	14	4	38
Provoke/Promote Fight	2	8	12	3	25
Sex Assault No Empl				1	1
Sexual Harassment		1			1
Sexual Misbehavior/Pornographic Images or Items	1	1			2
Sexual Misconduct		1			1
Skip Class		6	11		17
Terroristic Threat	2	3		1	6
Theft	2	6	5	2	15
Threat against Student/Staff/Property		11	7	8	26
Unruly Behavior	6	3	9		18
Unwanted Physical Contact	72	48	46	22	188
Vandalism	1	1	1	1	4
Violation of Student Code/Conduct	28	17	4	5	54
Totals	343	329	305	136	1,113

When are incidents happening?

When are incidents occurring?

The # of incidents occurring throughout the day by incident type

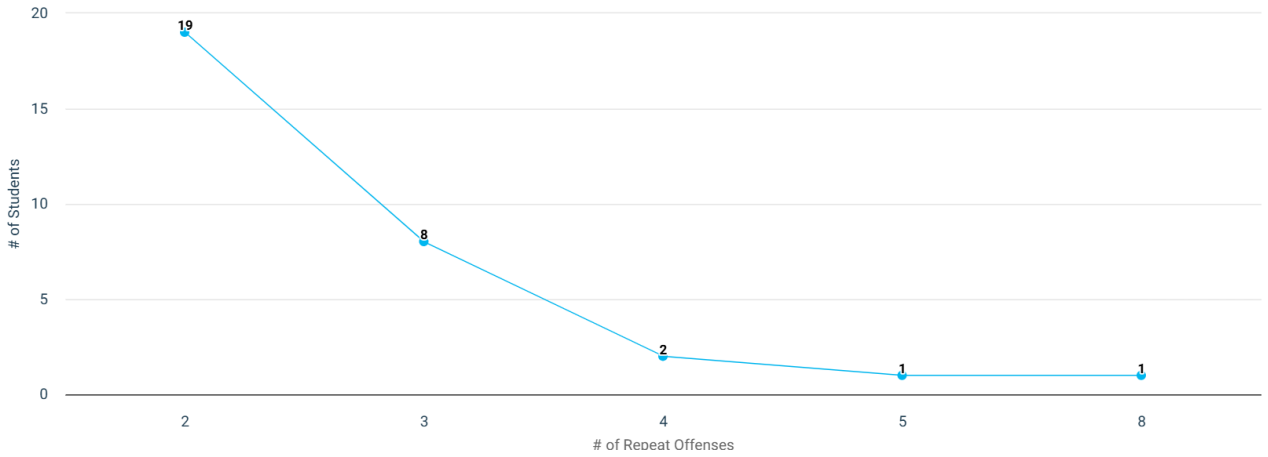


School Processes & Programs Strengths

At Cypress Grove Intermediate, the staff are committed to ensuring all students are successful. Students and staff are provided with many opportunities to be involved on campus such as: Village leaders, campus spirit and cultural committees, as well as various clubs and organizations. Our staff our led by dedicated school improvement teams including, the Guiding Coalition, Site Based Decision making Team, and MTSS Team who use data informed decisions to meet the needs of all students.

Behavior Strengths:

The # of students with repeated offenses in the 2024-2025 school year.



At Cypress Grove Intermediate, our staff's unwavering commitment to student success is evident in every aspect of our educational approach. We prioritize creating an environment

where each student can thrive academically, socially, and emotionally. Our dedicated educators work tirelessly to support and guide students, ensuring they have the resources and encouragement needed to achieve their full potential.

We believe in fostering a vibrant and inclusive campus life, which is why we offer a multitude of opportunities for both students and staff to engage and contribute. Through initiatives such as Village leaders, campus spirit and cultural committees, and a variety of clubs and organizations, we encourage active participation and leadership. These opportunities not only enhance the school experience but also help in building a strong sense of community and belonging among all members of our school.

Our commitment to continuous improvement is driven by our dedicated school improvement teams, including the Guiding Coalition, Site Based Decision Making Team, and MTSS Team. These teams are instrumental in using data-informed decisions to address the diverse needs of our students. By analyzing data and implementing strategic interventions, we ensure that our educational practices are effective and responsive, ultimately leading to improved outcomes for every student.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need for educators to take greater ownership of this process without relying on constant supervision or external prompting, in order to ensure data-driven decisions are consistently informing instruction and meeting the diverse needs of all learners.
Root Cause: Collaboration time can be ineffective because of a lack of commitment from all staff to utilize structured protocols and team support to implement data-driven instruction.

Problem Statement 2 (Prioritized): Our current African American population students had 54% passing rate on all STAAR 2025 assessments. Additionally, our student population of Two or More Races was very similar.
Root Cause: Inconsistent access to high-quality, culturally responsive instruction; limited targeted academic interventions; and inconsistent use of data to monitor and respond to student progress. Additionally, disparities in school climate, student engagement, and access to support services--may be affecting student performance.

Problem Statement 3 (Prioritized): The 2024-25 NWEA MAP growth and achievement data shows that campus growth percentile for math overall is 52nd, which falls barely above the 50th percentile norm, indicating this is an area of improvement needed campus wide for both 5th scoring in the 52nd% and 6th in the 56th%.
Root Cause: Campus-wide math growth is lagging because of inconsistent use of data to drive math instruction and a lack of consistent attention to responsive math intervention practices.

Problem Statement 4: The 2024-25 NWEA MAP growth and achievement data shows that campus growth percentile for reading overall is 55th, which falls barely above the 50th percentile norm, indicating this is an area of improvement needed campus wide for both 5th scoring in the 54th% and 6th in the 57th%.
Root Cause: Campus-wide reading growth is lagging because of inconsistent use of data to drive reading instruction and a lack of consistent attention to responsive reading intervention practices.

Perceptions

Perceptions Summary

At Cypress Grove Intermediate, we have established processes to support the recruitment and retention of outstanding staff members. In addition to the CSISD new teacher and teacher leadership academies, new to campus CG teachers receive a campus mentor to help support their growth and development. All teachers will also participate in coaching sessions with Instructional Coaches, MTSS Coordinator and other Admin support staff All core content teachers are provided with a department/team planning daily time in addition to their conference time. This time was strategically built into the Master Schedule so teachers have adequate time to collaborate in structured data analysis and instructional planning time.

At Cypress Grove Intermediate, we have implemented comprehensive processes aimed at recruiting and retaining exceptional staff members. Our commitment to professional development is evident through our participation in the CSISD new teacher and teacher leadership academies. These programs are designed to equip educators with the necessary skills and knowledge to excel in their roles and contribute positively to our school community.

To further support our new teachers, we assign each new to campus CG teacher a campus mentor. This mentorship program is crucial in fostering the growth and development of our educators, providing them with guidance and support as they navigate their new environment. The mentors play a vital role in helping new teachers acclimate to our school culture and expectations, ensuring a smooth transition and a strong start to their careers at Cypress Grove Intermediate.

Additionally, all teachers at our school are engaged in coaching sessions with our Instructional Coaches, MTSS Coordinator, and other administrative support staff. These sessions are designed to provide ongoing professional development and support, allowing teachers to refine their instructional practices and address any challenges they may encounter. This collaborative approach ensures that our educators are well-equipped to meet the diverse needs of our students.

We have also strategically incorporated daily department/team planning time for all core content teachers, in addition to their regular conference time. This dedicated time is built into the Master Schedule to ensure that teachers have ample opportunity to collaborate on structured data analysis and instructional planning. By providing this time, we enable our teachers to work together effectively, share best practices, and develop strategies that enhance student learning outcomes.

Perceptions Strengths

Cypress Grove is committed to meeting the needs of all students by collecting valuable feedback from parents and students throughout the year. Parent, student, and staff surveys are utilized throughout the school year to help us evaluate our programs, processes and practices. Our yearly SWOT analysis allows us to collect information from all stakeholders regarding student achievement, culture and climate, technology, family/community involvement, and student SEL.

At Cypress Grove, we prioritize the needs of our students by actively seeking and incorporating feedback from both parents and students. This ongoing dialogue is facilitated through regular surveys, which provide us with critical insights into the effectiveness of our educational programs and practices. By engaging with our community in this way, we ensure that our strategies are aligned with the expectations and needs of those we serve.

Our commitment to continuous improvement is further demonstrated through the use of parent, student, and staff surveys conducted throughout the school year. These surveys are instrumental in helping us assess and refine our programs, processes, and practices. By systematically gathering and analyzing this feedback, we are able to make informed decisions that enhance the educational experience for all students.

Additionally, our annual SWOT analysis is a cornerstone of our strategic planning process. This comprehensive evaluation involves all stakeholders and focuses on key areas such as student achievement, school culture and climate, technology integration, family and community involvement, and student social-emotional learning (SEL). By identifying our strengths, weaknesses, opportunities, and threats, we are better equipped to address challenges and leverage opportunities for growth, ensuring that Cypress Grove remains a dynamic and responsive educational environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The 2024-25 campus discipline data indicates inconsistent tracking procedures for promoting positive behavior supports. This inconsistency hinders efforts to strengthen character development and cultivate a shared responsibility for fostering student ownership of learning.
Root Cause: A review of the 2024-25 campus discipline data suggests that the inconsistent promotion of positive behavior supports and limited student ownership of learning stem from the absence of a clear, campus-wide system for behavior tracking and intervention.

Problem Statement 2 (Prioritized): There is a need for educators to take greater ownership of this process without relying on constant supervision or external prompting, in order to ensure data-driven decisions are consistently informing instruction and meeting the diverse needs of all learners.
Root Cause: Collaboration time can be ineffective because of a lack of commitment from all staff to utilize structured protocols and team support to implement data-driven instruction.

Problem Statement 3 (Prioritized): Our current African American population students had 54% passing rate on all STAAR 2025 assessments. Additionally, our student population of Two or More Races was very similar.
Root Cause: Inconsistent access to high-quality, culturally responsive instruction; limited targeted academic interventions; and inconsistent use of data to monitor and respond to student progress. Additionally, disparities in school climate, student engagement, and access to support services--may be affecting student performance.

Priority Problem Statements

Problem Statement 1: Our current African American population students had 54% passing rate on all STAAR 2025 assessments. Additionally, our student population of Two or More Races was very similar.

Root Cause 1: Inconsistent access to high-quality, culturally responsive instruction; limited targeted academic interventions; and inconsistent use of data to monitor and respond to student progress. Additionally, disparities in school climate, student engagement, and access to support services--may be affecting student performance.

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

Problem Statement 2: The 2024-25 NWEA MAP growth and achievement data shows that campus growth percentile for math overall is 52nd, which falls barely above the 50th percentile norm, indicating this is an area of improvement needed campus wide for both 5th scoring in the 52nd% and 6th in the 56th%.

Root Cause 2: Campus-wide math growth is lagging because of inconsistent use of data to drive math instruction and a lack of consistent attention to responsive math intervention practices.

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

Problem Statement 3: There is a need for educators to take greater ownership of this process without relying on constant supervision or external prompting, in order to ensure data-driven decisions are consistently informing instruction and meeting the diverse needs of all learners.

Root Cause 3: Collaboration time can be ineffective because of a lack of commitment from all staff to utilize structured protocols and team support to implement data-driven instruction.

Problem Statement 3 Areas: School Processes & Programs - Perceptions

Problem Statement 4: The 2024-25 campus discipline data indicates inconsistent tracking procedures for promoting positive behavior supports. This inconsistency hinders efforts to strengthen character development and cultivate a shared responsibility for fostering student ownership of learning.

Root Cause 4: A review of the 2024-25 campus discipline data suggests that the inconsistent promotion of positive behavior supports and limited student ownership of learning stem from the absence of a clear, campus-wide system for behavior tracking and intervention.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: April 15, 2025

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

Performance Objective 1: Increase the number of staff using data to drive student learning goals including, discussion of data from common formative and summative assessments, identification of essential learning standards, and implementation of student goal setting from 75% to 95% of staff by May of 2026.

High Priority

Evaluation Data Sources: Collaborative Team Agendas, Teacher Self-Reflection Rubrics , Common Summative and Formative Assessments, NWEA MAP data, District Benchmarks, Campus Walk Through Data, T-TESS Goal Setting Meetings/Evaluation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide extensive, aligned professional learning to the staff PLC within collaborative team settings, after school meetings, district, and outside led conferences. **Strategy's Expected Result/Impact:** Effective teaching strategies implemented and data based decision making used to increase student learning outcomes. **Staff Responsible for Monitoring:** Guiding Coalition Members, Teaching Staff, Instructional Coaches, MTSS Coordinator, Administrators **Title I:** 2.51 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Professional Development- Attendance/Travel - 211 Title I, Part A - 6400 - $15,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement a structured process for individual student goal setting and progress monitoring for all students. This process will encourage learners to engage in self-monitoring practices, enabling them to reflect on their academic growth and achievements. It will also promote meaningful communication with parents, fostering a strong partnership to support each student's educational success. **Strategy's Expected Result/Impact:** Increase student ownership of learning, academic growth, and achievement. **Staff Responsible for Monitoring:** Guiding Coalition Members, Teaching Staff, Instructional Coaches, MTSS Coordinator, Administrators **Title I:** 2.51, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy**				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: By 05/2026 increase the campus growth percentile for reading from the 66th percentile to the 70th percentile as measured by the NWEA MAP assessment.

High Priority

Evaluation Data Sources: MAP scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement a peer observation program where teachers can observe colleagues who effectively use data-driven practices in reading instruction, followed by reflective discussions to share insights and strategies. **Title I:** 2.51, 2.534 **Problem Statements:** Student Learning 1 - School Processes & Programs 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: During weekly planning meetings, teacher teams will review formal data to identify student reading and math gaps and collaboratively plan targeted interventions to address these gaps. **Title I:** 2.51, 2.53, 2.534 **Problem Statements:** Student Learning 1 - School Processes & Programs 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The 2024-25 NWEA MAP growth and achievement data shows that campus growth percentile for math overall is 52nd, which falls barely above the 50th percentile norm, indicating this is an area of improvement needed campus wide for both 5th scoring in the 52nd% and 6th in the 56th%. **Root Cause**: Campus-wide math growth is lagging because of inconsistent use of data to drive math instruction and a lack of consistent attention to responsive math intervention practices.

School Processes & Programs

Problem Statement 3: The 2024-25 NWEA MAP growth and achievement data shows that campus growth percentile for math overall is 52nd, which falls barely above the 50th percentile norm, indicating this is an area of improvement needed campus wide for both 5th scoring in the 52nd% and 6th in the 56th%. **Root Cause**: Campus-wide math growth is lagging because of inconsistent use of data to drive math instruction and a lack of consistent attention to responsive math intervention practices.

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

Performance Objective 3: By 05/2026, ensure that 100% of core subject CTMs (colab team meetings) result in actionable plans/agendas for small group tiered instruction based on data analysis.

Evaluation Data Sources: Agenda documentation, walk throughs, data analysis worksheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Utilize the structured agenda for PLC meetings that includes dedicated time for data analysis and the development of small group instruction plans. **Title I:** 2.51, 2.534 **Problem Statements:** School Processes & Programs 1 - Perceptions 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Follow the roles assigned to each team member in the CTM to guide the data analysis process and support each other in creating actionable instructional plans. **Title I:** 2.51, 2.534 **Problem Statements:** School Processes & Programs 1 - Perceptions 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a need for educators to take greater ownership of this process without relying on constant supervision or external prompting, in order to ensure data-driven decisions are consistently informing instruction and meeting the diverse needs of all learners. **Root Cause**: Collaboration time can be ineffective because of a lack of commitment from all staff to utilize structured protocols and team support to implement data-driven instruction.

Perceptions

Problem Statement 2:
There is a need for educators to take greater ownership of this process without relying on constant supervision or external prompting, in order to ensure data-driven decisions are consistently informing instruction and meeting the diverse needs of all learners. **Root Cause**: Collaboration time can be ineffective because of a lack of commitment from all staff to utilize structured protocols and team support to implement data-driven instruction.

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

Performance Objective 4: By 05/2026 increase the campus growth percentile for math from the 65th percentile to the 70th percentile as measured by the NWEA MAP assessment.

High Priority

Evaluation Data Sources: MAP Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement a peer observation program where teachers can observe colleagues who effectively use data-driven practices in math instruction, followed by reflective discussions to share insights and strategies. **Title I:** 2.51, 2.534 **Problem Statements:** Student Learning 1 - School Processes & Programs 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: The 2024-25 NWEA MAP growth and achievement data shows that campus growth percentile for math overall is 52nd, which falls barely above the 50th percentile norm, indicating this is an area of improvement needed campus wide for both 5th scoring in the 52nd% and 6th in the 56th%. **Root Cause**: Campus-wide math growth is lagging because of inconsistent use of data to drive math instruction and a lack of consistent attention to responsive math intervention practices.
School Processes & Programs
Problem Statement 3: The 2024-25 NWEA MAP growth and achievement data shows that campus growth percentile for math overall is 52nd, which falls barely above the 50th percentile norm, indicating this is an area of improvement needed campus wide for both 5th scoring in the 52nd% and 6th in the 56th%. **Root Cause**: Campus-wide math growth is lagging because of inconsistent use of data to drive math instruction and a lack of consistent attention to responsive math intervention practices.

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

Performance Objective 5: All core teachers will engage 100% of their students in a student goal setting practice using a template of their choice.

Evaluation Data Sources: Goal setting Documents

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement research based goal setting templates to set , monitor, and reflect on student performance. **Title I:** 2.51, 2.52 **- ESF Levers:** Lever 5: Effective Instruction				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: By the end of the 2025-2026 school year, Cypress Grove Intermediate will reduce the performance gap for our Economically Disadvantaged, African American, Hispanic, and Two or More Races student groups by 10% on STAAR assessments.

High Priority

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement a comprehensive Multi-Tiered System of Supports (MTSS) Program to support data analysis and decision making processes to address academic and behavior needs. **Strategy's Expected Result/Impact:** Performance gap will decrease for our Economically Disadvantaged, African American, and students of Two or More Races on STAAR assessments. **Staff Responsible for Monitoring:** Guiding Coalition Members, Teaching Staff, Instructional Coaches, MTSS Coordinator, Administrators, Counselor **Title I:** 2.51, 2.53, 2.531, 2.533 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide students and families with social emotional support by continuing character education curriculum Character Strong that promotes positive relationships among students, staff and families. **Strategy's Expected Result/Impact:** Increased partnerships with students and families. **Staff Responsible for Monitoring:** Guiding Coalition Members, Teaching Staff, Instructional Coaches, MTSS Coordinator, Administrators, Counselor **Title I:** 2.531, 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Hire academic tutors to provide supplemental support and targeted interventions for our Economically Disadvantaged, Two or More Races and African American student groups. **Strategy's Expected Result/Impact:** Students will achieve at the approaches level or higher on the STAAR Assessments. **Staff Responsible for Monitoring:** Guiding Coalition Members, Teaching Staff, Instructional Coaches, MTSS Coordinator, Administrators, Counselor **Title I:** 2.51, 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** 4 Academic Tutors - 211 Title I, Part A - 6128 - $63,000, - 211 Title I, Part A - 6118 - $750				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Purchase supplemental materials and supplies to improve multi-tiered instruction. **Strategy's Expected Result/Impact:** Students will achieve at the approaches level or higher on the STAAR Assessments. **Staff Responsible for Monitoring:** Guiding Coalition Members, Teaching Staff, Instructional Coaches, MTSS Coordinator, Administrators, Counselor **Title I:** 2.51, 2.52 **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Supplemental Materials & Supplies - 211 Title I, Part A - 6399 - $2,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Provide forty minutes two times per week in Math and Reading for students in our Economically Disadvantaged, Two or More Races and African American student groups to engage in the online learning platform Exact Path. **Strategy's Expected Result/Impact:** Students will achieve at the approaches level or higher on the STAAR Assessments. **Staff Responsible for Monitoring:** Guiding Coalition Members, Teaching Staff, Instructional Coaches, MTSS Coordinator, Administrators, Counselor **Title I:** 2.51, 2.52 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** - 211 Title I, Part A - 6396 - $10,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: Increase the passing rate of African American students on STAAR from 60% to 65% by 05/2026.

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide professional development for teachers on culturally responsive teaching strategies and differentiation techniques to better meet the needs of African American students. **Title I:** 2.51, 2.52, 2.534 **Problem Statements:** Demographics 1 - Student Learning 3 - School Processes & Programs 2 - Perceptions 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement a mentoring program where African American students are paired with mentors who can provide academic support and guidance. **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** Demographics 1 - Student Learning 3 - School Processes & Programs 2 - Perceptions 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: During weekly team meetings, teachers will analyze assessment data to identify gaps in African American students' understanding and plan targeted interventions. **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** Demographics 1 - Student Learning 3 - School Processes & Programs 2 - Perceptions 3 **Funding Sources:** - 211 Title I, Part A - 6300 - $34,218				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Our current African American population students had 54% passing rate on all STAAR 2025 assessments. Additionally, our student population of Two or More Races was very similar. **Root Cause**: Inconsistent access to high-quality, culturally responsive instruction; limited targeted academic interventions; and inconsistent use of data to monitor and respond to student progress. Additionally, disparities in school climate, student engagement, and access to support services--may be affecting student performance.

Student Learning

Problem Statement 3: Our current African American population students had 54% passing rate on all STAAR 2025 assessments. Additionally, our student population of Two or More Races was very similar. **Root Cause**: Inconsistent access to high-quality, culturally responsive instruction; limited targeted academic interventions; and inconsistent use of data to monitor and respond to student progress. Additionally, disparities in school climate, student engagement, and access to support services--may be affecting student performance.

School Processes & Programs

Problem Statement 2: Our current African American population students had 54% passing rate on all STAAR 2025 assessments. Additionally, our student population of Two or More Races was very similar. **Root Cause**: Inconsistent access to high-quality, culturally responsive instruction; limited targeted academic interventions; and inconsistent use of data to monitor and respond to student progress. Additionally, disparities in school climate, student engagement, and access to support services--may be affecting student performance.

Perceptions

Problem Statement 3: Our current African American population students had 54% passing rate on all STAAR 2025 assessments. Additionally, our student population of Two or More Races was very similar. **Root Cause**: Inconsistent access to high-quality, culturally responsive instruction; limited targeted academic interventions; and inconsistent use of data to monitor and respond to student progress. Additionally, disparities in school climate, student engagement, and access to support services--may be affecting student performance.

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

Performance Objective 3: By 05/2026, increase the percentage of Special Education students achieving approaches in reading from 24% to 34%.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development sessions focused on differentiating reading instruction for Special Education students, ensuring teachers have practical strategies to implement in the classroom.	Formative			Summative
	Nov	Feb	Apr	June
Title I: 2.51, 2.53, 2.534				

Strategy 2 Details	Reviews			
Strategy 2: Establish a weekly collaboration time for Special Education and general education teachers to co-plan reading lessons and share differentiation strategies.	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Implement a reading intervention program where Special Education students receive targeted instruction based on their individual needs during designated intervention times.	Formative			Summative
	Nov	Feb	Apr	June
Title I: 2.51, 2.52, 2.53				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 4: By 05/2026, increase the percentage of Special Education students achieving approaches in math from 24% to 35%.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Conduct workshops on differentiating math instruction, focusing on hands-on activities and visual aids to support Special Education students.	Formative			Summative
	Nov	Feb	Apr	June
Title I: 2.51, 2.53, 2.534				

Strategy 2 Details	Reviews			
Strategy 2: Schedule bi-weekly planning sessions for Special Education and general education teachers to analyze math assessment data and adjust instruction accordingly.	Formative			Summative
	Nov	Feb	Apr	June
Title I: 2.51, 2.53, 2.534				

Strategy 3 Details	Reviews			
Strategy 3: Implement a math intervention program where students receive targeted instruction based on their individual needs during a designated intervention time or during math centers.	Formative			Summative
	Nov	Feb	Apr	June
Title I: 2.51, 2.52, 2.53				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Cypress Grove will increase parental engagement and participation in all school wide activities, events, and committees from the beginning of the school year to the end of the year by 15%.

High Priority

Evaluation Data Sources: Parent Sign in Sheets, Parent participation in surveys, Title 1 sign in sheets of all parental/community offerings of participation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide at least two opportunities for parents to be involved and engaged in their student's achievement through events addressing math, reading, and science . **Strategy's Expected Result/Impact:** Increased parental involvement and attendance. **Staff Responsible for Monitoring:** Guiding Coalition Members, Teaching Staff, Instructional Coaches, MTSS Coordinator. Administrators **Title I:** 2.52 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: By 05/2026, implement a consistent behavioral management tracking system across the campus to promote positive behavior supports and character development, increasing student ownership of learning.

Evaluation Data Sources: Google forms, staff/student surveys

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a school-wide positive behavior support system that includes clear expectations, rewards, and consequences. Train all staff on the system to ensure consistency.	Formative			Summative
	Nov	Feb	Apr	June
Title I: 2.533 **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
Strategy 2: Conduct monthly professional development sessions for teachers on effective classroom management techniques and strategies for promoting positive behavior.	Formative			Summative
	Nov	Feb	Apr	June
Title I: 2.533, 2.534 **Problem Statements:** Perceptions 1				

Strategy 3 Details	Reviews			
Strategy 3: Establish a student leadership team to promote peer accountability and ownership of learning. This team will meet bi-weekly to discuss and implement initiatives that encourage positive behavior.	Formative			Summative
	Nov	Feb	Apr	June
Title I: 2.533 **Problem Statements:** Perceptions 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Implement a character education program that integrates character development into the curriculum. Teachers will incorporate character lessons into their weekly lesson plans. **Title I:** 2.51, 2.533 **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: The 2024-25 campus discipline data indicates inconsistent tracking procedures for promoting positive behavior supports. This inconsistency hinders efforts to strengthen character development and cultivate a shared responsibility for fostering student ownership of learning. **Root Cause**: A review of the 2024-25 campus discipline data suggests that the inconsistent promotion of positive behavior supports and limited student ownership of learning stem from the absence of a clear, campus-wide system for behavior tracking and intervention.

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

Performance Objective 1: Increase the number of staff trained and utilizing Nearpod from 55% to 65% to enhance formative assessment and student reflection by the end of May 2026.

Evaluation Data Sources: Nearpod usage reports and student formative and reflective data results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide extensive, aligned professional learning in technology integration specifically in the Nearpod learning platform. **Strategy's Expected Result/Impact:** Enhanced student learning reflections and increased academic progress on student formative assessments. **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, Campus Digital Learning Ambassador, Campus Tech Teacher Cohort **Title I:** 2.534 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Performance Objective 1: Utilize the essential learning and teaching document and self-reflection tool to improve instructional practices in all content areas.

High Priority

Evaluation Data Sources: TTESS Self-Reflection Form for all teachers
https://drive.google.com/drive/folders/1-e-5RUefArBM7jZuKpxDhuEpNOYpd3KC?usp=drive_link

Title I

Title I Personnel

Name	Position	Program	FTE
Kiesha Shepard	MTSS Coordinator		1

Plan Notes

DRAFT of 2024-25 Notes

Guiding Coalition

Committee Role	Name	Position
Team Leader	Courtney Ray	5th/6th ELA Teacher
Team Leader	Matthew Herring	5th SS Teacher
Team Leader	Aaron Salazar	5th Sci Teacher
Team Leader	Tori Wells	6th Math Teacher
Fine Arts Leader	Kelly Montgomery	Band
SPED Leader	Amy Mason	ELA Fundamentals/Coteach
Team Leader	Kandi Anderson	6th SCI Teacher
Team Leader	Brandon Ernst	6th SS Teacher
Department Head	Becky Lapaglia	5th ELA Teacher
Department Head	Amber Friedrich	5th Math Teacher
ELA/SS Content Coach	Michelle Dalton	Instructional Coach
Math/Sci Content Coach	Kimberly House	Instructional Coach
Data Leader	Kiesha Shepard	MTSS Coordinator
Consultant	Dana Schultea	Counselor
Admin Leader	Piper Cameron	Principal

Site Based Decision Making Committee

Committee Role	Name	Position
Department Head	Becky Lapaglia	5th ELA
SS Team Leader	Brandon Ernst	6th SS
Fine Arts Leader	Kelly Montgomery	Band
Office Staff Rep	Jan Decoste	Attendance Clerk
Classroom Teacher	Amber Friedrich	Math Lead
Classroom Teacher	Kandi Anderson	Science Lead
SPED Rep	Amy Mason	SPED
Community Rep	Drew DeCuir	Non-Classroom Professional
Parent	Megan Svajda-Hardy	Parent
Math/SCI Content Lead	Kimberly House	Math/SCI Instructional Coach
ELA/SS Content Lead	Michelle Dalton	ELA/SS Instructional Coach
MTSS Data Rep	Kiesha Shepard	MTSS Coordinator
Counselor	Dana Schultea	Counselor
Admin Rep	Juan Perez	Assistant Principal
Admin Rep	Piper Cameron	Principal

Campus Funding Summary

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Professional Development- Attendance/Travel	6400	$15,000.00
2	1	3	4 Academic Tutors	6128	$63,000.00
2	1	3		6118	$750.00
2	1	4	Supplemental Materials & Supplies	6399	$2,000.00
2	1	5		6396	$10,000.00
2	2	3		6300	$34,218.00
				Sub-Total	$124,968.00
				Budgeted Fund Source Amount	$124,968.00
				+/- Difference	$0.00
				Grand Total Budgeted	$124,968.00
				Grand Total Spent	$124,968.00
				+/- Difference	$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

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