# College Station ISD

# Pecan Trail Intermediate School

# 2025-2026 Campus Improvement Plan

**Accountability Rating: A**

**Distinction Designation**
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth

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

# Mission Statement

All students will learn, grow, and lead with kindness, character, and purpose.

# Vision

Working together, we challenge, support, and celebrate all learners as they work hard, treat others with respect and grow in learning every day.

# Value Statement

Be Kind, Be Wise, Be True, Repeat.

# Table of Contents


Comprehensive Needs Assessment ..... 4
Needs Assessment Overview ..... 4
Demographics ..... 5
Student Learning ..... 7
School Processes & Programs ..... 9
Perceptions ..... 10
Priority Problem Statements ..... 11
Comprehensive Needs Assessment Data Documentation ..... 12
Goals ..... 14
Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences. ..... 14
Goal 2: CSISD will elevate academic outcomes of historically underperforming student groups. ..... 21
Goal 3: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families. ..... 25
Goal 4: CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process. ..... 27
Policies, Procedures, and Requirements ..... 28

# Comprehensive Needs Assessment

## Needs Assessment Overview

**Needs Assessment Overview Summary**

The following data points were reviewed to determine our campus' 2025-2026 focus areas.

**Improvement Planning Data:**

- District goals Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- NWEA Measure of Academic Progress (MAP)
- District Benchmarks
- Campus Assessments

**Parent/Community Data**

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

After all data were reviewed and feedback interpreted, it was determined that there needs to be a focus on social emotional/behavior, small group instruction for reading and math, as well as differentiated instruction 2025-2026 school year. The campus needs assessment and campus improvement plan will be reviewed and revised throughout the year by the campus advisory team.

# Demographics

**Demographics Summary**

Pecan Trail Intermediate School embodies purposeful exploration, benefiting from the active engagement of community partners who contribute as invested stakeholders and volunteers. Within our student-centered environment, students, parents, faculty, and staff collaborate to nurture self-esteem and cultivate a commitment to lifelong learning. The school fosters a supportive culture that embraces constructive risk-taking and cultivates responsible citizenship. Continuous professional development is prioritized for faculty and staff, who serve as positive role models across the campus. Our guiding motto remains: Be Kind, Be Wise, Be True, Repeat.

Pecan Trail  is a diverse school located in the College Station Independent School district, serving approximately 800 students. Student demographics are 61% White, 14% Hispanic, 12% African American, and 10% Asian.

The attendance data shows that the attendance rate during the 2024-25 school year improved slightly from the prior year.

During this school year, the number office referrals decreased from the prior year. However, it was concluded from the data that students are still in need of social skills learning. In addition to this, teachers also need additional strategies that foster social skills.

**Demographics Strengths**

Our students are able to showcase their unique successes in a variety of ways beyond test scores, especially through the extracurricular and cocurricular activities. Our students experience success in competing at local and regional levels in all areas of music with statewide recognition in the area of Theatre and Art.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** The 2025-2026 data reveals that Special Education students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.
**Root Cause:** There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.

**Problem Statement 2 (Prioritized):** The 2025-2026 data reveals that African American students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.
**Root Cause:** Teachers do not have an extensive understanding on how to different instruction. Therefore, teachers need professional development in how to effectively different instruction to include planning for small group instruction.

**Problem Statement 3 (Prioritized):** At least 25-30% of our students are receiving intervention via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment.
**Root Cause:** When students are brought to MTSS, the focus is on grades and not on the students academics strengths and areas of weaknesses resulting in providing intervention that is not targeted. Therefore, there is limited use of data or inaccurate use of date to plan for intervention. Differentiated Tier 1 instruction is not consistently implemented.

# Student Learning

**Student Learning Summary**

Measures of Academic Progress (MAP) data indicate that there are groups of our students, specifically those identified as low-SES, and the ethnic groups of African American and Hispanic are not demonstrating the same academic growth as their peers in other student groups. These achievement gaps are evident in our Campus STAAR data as well. Additionally, the number of students receiving special education services (18%) and being served through Section 504 services (13%) continues to grow, leading to a need for increased staffing. The emergent bilingual student population (5%) also continues to grow, along with the percentage of students who are economically disadvantaged (25%).

Overall STAAR data shows that students are continue to grow from the 2024-2025 school year. However, our goal is to continue to grow across all sub-populations of students in the areas of math, reading and science. To reach this goal we must increase values in the areas of School Progress: Student Achievement and Academic Growth as well as Closing the Gaps. A larger amount of students who meets and masters on STAAR will have the greatest impact on our overall rating. Improvements in Student Achievement will positively impact School Progress and Closing the Gaps. A large number of our Special Education and African America Learners who did not receive a passing score showed limited growth.

Our focus areas this year is to continue to close the gap with a laser focus on our special populations. The percentage of students currently served in Special Education who Meet or above grade level is 16% on STAAR Math and 21% on STAAR reading. The percentage of African American students who Meet or are above grade level is 33% on STAAR reading and 21% on STAAR math.

**Student Learning Strengths**

The overall percentage of students at Pecan Trail Intermediate that scored at or above grade level on STAAR math increased from 65% (2023) to 67% (2024). The overall percentage of students at Pecan Trail Intermediate that scored at or above grade level on STAAR Reading increased from 71% (2024) to 74% (2025).

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** The 2025-2026 data reveals that Special Education students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.
**Root Cause:** There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.

**Problem Statement 2 (Prioritized):** The 2025-2026 data reveals that African American students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.
**Root Cause:** Teachers do not have an extensive understanding on how to different instruction. Therefore, teachers need professional development in how to effectively different instruction to include planning for small group instruction.

**Problem Statement 3 (Prioritized):** Data analysis is not consistently translating to differentiated instruction.
**Root Cause:** Teachers have limited capacity on how to analyze and interpret data to inform their instructional practices.

**Problem Statement 4 (Prioritized):** At least 25-30% of our students are receiving intervention via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment.

**Root Cause:** When students are brought to MTSS, the focus is on grades and not on the students academics strengths and areas of weaknesses resulting in providing intervention that is not targeted. Therefore, there is limited use of data or inaccurate use of date to plan for intervention. Differentiated Tier 1 instruction is not consistently implemented.

# School Processes & Programs

**School Processes & Programs Summary**

Our instructional programs and processes consist of many components. This year we will implement Professional Learning Communities in the form of Collaborative Teams. We will facilitate effective Collaborative team sessions two times a week for core contents. This focus is to support teachers in using data to drive instruction by identifying student academic needs and to collaboratively develop quality lesson plans and interventions. Leaders conduct observations to ensure quality Tier I instruction is being delivered. Targeted feedback and coaching is provided to teachers to ensure implementation of instructional best practices is occurring. Additionally, there is a concerted effort by all staff to monitor student data and use said data to effectively track student progress.

Other programs implemented are Character Strong, this is a component of our SEL (social emotional learning initiative), PBIS, MTSS, and Mentor Teachers to ensure that our teachers new to education are supported. These programs and supports will create an excellent cultural environment to retain Highly Effective Qualified Teachers who will desire to remain on campus for the following year. In addition, by the end of the academic year the Guiding Coalition will engage in conversations with teachers requesting feedback as necessary during the 2025-2026 school year. The Guiding Coalition's capacity will be refined and will reflect expectations and or campus priorities during the year.

**School Processes & Programs Strengths**

Our school community is strong and thriving because of our diverse population and programs. It is the goal of all Pecan Trail teachers and staff to create a school where every student and family feels they belong. We will continue to recognize, celebrate, and acknowledge all cultures of our students and families and use every opportunity to connect with our community.

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** At least 25-30% of our students are receiving intervention via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment.
**Root Cause:** When students are brought to MTSS, the focus is on grades and not on the students academics strengths and areas of weaknesses resulting in providing intervention that is not targeted. Therefore, there is limited use of data or inaccurate use of date to plan for intervention. Differentiated Tier 1 instruction is not consistently implemented.

**Problem Statement 2 (Prioritized):** Data analysis is not consistently translating to differentiated instruction.
**Root Cause:** Teachers have limited capacity on how to analyze and interpret data to inform their instructional practices.

**Problem Statement 3 (Prioritized):** Although we have high parental involvement and attendance at school-sponsored events, we have not seen an increase in the number of parents responding to surveys and providing feedback.
**Root Cause:** We have not provided parents with a variety of outlets to provide feedback. We will increase communication with parents through surveys, newsletters, and parent nights tailored to their feedback.

# Perceptions

**Perceptions Summary**

Pecan Trail Intermediate School works to create an atmosphere where families feel they are entering a positive and productive school environment. We provide open lines of communication by providing families with the ability to communicate with faculty in a variety of ways, including phone calls, emails, and social media (Facebook, Twitter, and Instagram). However, it was expressed by some parents that they would like more advance notices of school events and programs. Parents also expressed a need for more informational documents and graded work to be sent home. In order to support and partner with our parents, we offer a variety of events throughout the school year.

**Perceptions Strengths**

Our mission is to cultivate a nurturing and inclusive community where students develop integrity, grit, and empathy. We empower every student to grow as compassionate leaders, equipped to persevere and positively impact the world. Our school is dedicated to fostering personal growth and inspiring a lifelong love of learning. By doing whatever it takes, we at Pecan Trail ensure that our students are provided with the necessary tools to succeed beyond our walls.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Although we have high parental involvement and attendance at school-sponsored events, we have not seen an increase in the number of parents responding to surveys and providing feedback.
**Root Cause:** We have not provided parents with a variety of outlets to provide feedback. We will increase communication with parents through surveys, newsletters, and parent nights tailored to their feedback.

# Priority Problem Statements

**Problem Statement 1**: The 2025-2026 data reveals that Special Education students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.

**Root Cause 1**: There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students.

**Problem Statement 1 Areas**: Demographics - Student Learning

**Problem Statement 2**: The 2025-2026 data reveals that African American students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data.

**Root Cause 2**: Teachers do not have an extensive understanding on how to different instruction. Therefore, teachers need professional development in how to effectively different instruction to include planning for small group instruction.

**Problem Statement 2 Areas**: Demographics - Student Learning

**Problem Statement 3**: Data analysis is not consistently translating to differentiated instruction.

**Root Cause 3**: Teachers have limited capacity on how to analyze and interpret data to inform their instructional practices.

**Problem Statement 3 Areas**: Student Learning - School Processes & Programs

**Problem Statement 4**: At least 25-30% of our students are receiving intervention via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment.

**Root Cause 4**: When students are brought to MTSS, the focus is on grades and not on the students academics strengths and areas of weaknesses resulting in providing intervention that is not targeted. Therefore, there is limited use of data or inaccurate use of date to plan for intervention. Differentiated Tier 1 instruction is not consistently implemented.

**Problem Statement 4 Areas**: Demographics - Student Learning - School Processes & Programs

**Problem Statement 5**: Although we have high parental involvement and attendance at school-sponsored events, we have not seen an increase in the number of parents responding to surveys and providing feedback.

**Root Cause 5**: We have not provided parents with a variety of outlets to provide feedback. We will increase communication with parents through surveys, newsletters, and parent nights tailored to their feedback.

**Problem Statement 5 Areas**: School Processes & Programs - 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
- Federal Report Card and accountability data

**Student Data: Assessments**

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

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback

- School safety data

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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
- Community surveys and/or other feedback

# Goals

**Revised/Approved: April 15, 2025**

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

**Performance Objective 1:** During the 2025-2026 school year, our student attendance will increase from 96% to 98%

**High Priority**

**Evaluation Data Sources:** Power School Reports, OnData Suite

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Administration will meet weekly with students that have attendance issues and have them sign contracts as warnings as well create Attendance Intervention Plans.<br>**Strategy's Expected Result/Impact:** Pecan Trail will reach it's yearly attendance goal for the year 2025-2026.<br>**Staff Responsible for Monitoring:** Attendance Clerk, Administration | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** We will complete home visits and offer incentives on a school wide basis, monthly, to students with attendance greater than 97%.<br>**Strategy's Expected Result/Impact:** Pecan Trail will reach it's yearly attendance goal for the year 2025-2026.<br>**Staff Responsible for Monitoring:** Administration, Counselors | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 2:** During the 2025-2026, 100% of teachers will effectively use instructional planning time to analyze student data and inform instruction, as measured by teacher self-assessments and administrative observations.

**Evaluation Data Sources:** CTM agendas, MAP Data, Common Formative Assessments, STAAR, Coaching Observations

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Establish a structured protocol for data analysis during CTM meetings, including specific steps for reviewing data, identifying gaps, and planning instructional responses.<br>**Problem Statements:** Student Learning 3 - School Processes & Programs 2 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** During planning twice per week, teacher teams will analyze formative review data to determine areas of gaps and develop small group plans to meet specific student needs.<br>**Problem Statements:** Student Learning 3 - School Processes & Programs 2 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 2 Problem Statements:**

| Student Learning |
|---|
| **Problem Statement 3**: Data analysis is not consistently translating to differentiated instruction. **Root Cause**: Teachers have limited capacity on how to analyze and interpret data to inform their instructional practices. |
| **School Processes & Programs** |
| **Problem Statement 2**: Data analysis is not consistently translating to differentiated instruction. **Root Cause**: Teachers have limited capacity on how to analyze and interpret data to inform their instructional practices. |

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

**Performance Objective 3:** By the end of the 2025-2026 school year, increase the effectiveness of MTSS interventions by ensuring that 80% of students receiving interventions show measurable progress on campus-based assessments, district level assessments, and state assessments.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Implement a data-driven approach to MTSS by training teachers to analyze student data to identify academic strengths and gaps, and use this information to plan targeted interventions.<br>**Problem Statements:** Demographics 3 - Student Learning 4 - School Processes & Programs 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Utilize formative assessments to monitor student progress during interventions and adjust instructional strategies as needed to ensure students are making progress.<br>**Problem Statements:** Demographics 3 - Student Learning 4 - School Processes & Programs 1 | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 3 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 3**: At least 25-30% of our students are receiving intervention via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment. **Root Cause**: When students are brought to MTSS, the focus is on grades and not on the students academics strengths and areas of weaknesses resulting in providing intervention that is not targeted. Therefore, there is limited use of data or inaccurate use of date to plan for intervention. Differentiated Tier 1 instruction is not consistently implemented. |
| **Student Learning** |
| **Problem Statement 4**: At least 25-30% of our students are receiving intervention via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment. **Root Cause**: When students are brought to MTSS, the focus is on grades and not on the students academics strengths and areas of weaknesses resulting in providing intervention that is not targeted. Therefore, there is limited use of data or inaccurate use of date to plan for intervention. Differentiated Tier 1 instruction is not consistently implemented. |

## School Processes & Programs

**Problem Statement 1**: At least 25-30% of our students are receiving intervention via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment. **Root Cause**: When students are brought to MTSS, the focus is on grades and not on the students academics strengths and areas of weaknesses resulting in providing intervention that is not targeted. Therefore, there is limited use of data or inaccurate use of date to plan for intervention. Differentiated Tier 1 instruction is not consistently implemented.

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

**Performance Objective 4:** By the end of the 2025-2026 school year, students will increase STAAR and district assessments performance by 5% in all core content areas (ELA, Math, Science, Social Studies).

**High Priority**

**Evaluation Data Sources:** MAP data, STAAR Data, District Benchmark Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Teachers, instructional coaches, and administrators will monitor data for all student groups to ensure that the achievement gap is closing for all student groups.<br>1) Identify students who are not meeting grade level standards.<br>2) Provide students with supplemental services/extended Learning, and accelerated learning and monitor progress to include summer learning.<br>3) Materials/services include: manipulatives, literacy materials, accelerated instruction, Before, During, After school tutorials, Summer Enrichment/Accelerated Instruction<br>**Strategy's Expected Result/Impact:** Monitor student growth through formative assessment. Collaborate with MTSS committee and classroom teachers to monitor student growth and dismiss or increase services based on student's needs.<br>**Staff Responsible for Monitoring:** Teachers, Instructional Coaches, MTSS committee, Leadership Committee, Digital Learning Coordinator<br>**Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 4 - School Processes & Programs 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** All teachers participate in data meetings to reflect upon student performance, analyze and identify strengths and deficits, as well as identify next steps for improvement. Specific attention will be given to performance of all student groups, as well as overall performance toward GROWTH, MEETS and MASTERS.<br>**Strategy's Expected Result/Impact:** Increase in teachers' abilities to analyze data and reflect on effects of teaching on student performance; increase student performance across all student groups; identify areas for improvement; increased student performance over the course of the school year.<br>**Staff Responsible for Monitoring:** Instructional Coaches<br>Administrators<br>Team Leads<br>**Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 4 - School Processes & Programs 1 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 4 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: The 2025-2026 data reveals that Special Education students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data. **Root Cause**: There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students. |
| **Problem Statement 2**: The 2025-2026 data reveals that African American students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data. **Root Cause**: Teachers do not have an extensive understanding on how to different instruction. Therefore, teachers need professional development in how to effectively different instruction to include planning for small group instruction. |
| **Problem Statement 3**: At least 25-30% of our students are receiving intervention via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment. **Root Cause**: When students are brought to MTSS, the focus is on grades and not on the students academics strengths and areas of weaknesses resulting in providing intervention that is not targeted. Therefore, there is limited use of data or inaccurate use of date to plan for intervention. Differentiated Tier 1 instruction is not consistently implemented. |
| **Student Learning** |
| **Problem Statement 1**: The 2025-2026 data reveals that Special Education students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data. **Root Cause**: There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students. |
| **Problem Statement 2**: The 2025-2026 data reveals that African American students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data. **Root Cause**: Teachers do not have an extensive understanding on how to different instruction. Therefore, teachers need professional development in how to effectively different instruction to include planning for small group instruction. |
| **Problem Statement 4**: At least 25-30% of our students are receiving intervention via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment. **Root Cause**: When students are brought to MTSS, the focus is on grades and not on the students academics strengths and areas of weaknesses resulting in providing intervention that is not targeted. Therefore, there is limited use of data or inaccurate use of date to plan for intervention. Differentiated Tier 1 instruction is not consistently implemented. |
| **School Processes & Programs** |
| **Problem Statement 1**: At least 25-30% of our students are receiving intervention via MTSS with limited progress noted on campus-based assessments, district level assessments, and state assessment. **Root Cause**: When students are brought to MTSS, the focus is on grades and not on the students academics strengths and areas of weaknesses resulting in providing intervention that is not targeted. Therefore, there is limited use of data or inaccurate use of date to plan for intervention. Differentiated Tier 1 instruction is not consistently implemented. |

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

**Performance Objective 5:** During the 2025-2026 school year, 90% of students identified as Gifted and Talented will meet or exceed their projected growth measure on a MAP assessment.

**Evaluation Data Sources:** MAP assessments, Formative assessments

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Implement tiered assignments and flexible grouping during core instruction to extend learning for Gifted and Talented students.<br>**Strategy's Expected Result/Impact:** Growth of Gifted and Talented students on MAP assessments.<br>**Staff Responsible for Monitoring:** Core teachers, Administration, Instructional Coaches | | | | |

 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, increase the percentage of African American students achieving Meets Grade Level standard or above in reading from 33% to 50%.

**High Priority**

**Evaluation Data Sources:** Common Summative Assessments, Formative Assessments, MAP data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Provide professional development for teachers on differentiated instruction strategies specifically for reading, including how to plan and implement small group instruction.<br>**Staff Responsible for Monitoring:** Administration, Instructional Coaches<br>**Problem Statements:** Demographics 2 - Student Learning 2 | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 2**: The 2025-2026 data reveals that African American students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data. **Root Cause**: Teachers do not have an extensive understanding on how to different instruction. Therefore, teachers need professional development in how to effectively different instruction to include planning for small group instruction. |

| Student Learning |
|---|
| **Problem Statement 2**: The 2025-2026 data reveals that African American students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data. **Root Cause**: Teachers do not have an extensive understanding on how to different instruction. Therefore, teachers need professional development in how to effectively different instruction to include planning for small group instruction. |

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

**Performance Objective 2:** By the end of the 2025-2026 school year, increase the percentage of African American students achieving Meets Grade Level standard or above in math from 25% to 50%.

**High Priority**

**Evaluation Data Sources:** Common Summative Assessments, Formative Assessments, MAP data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Conduct professional development workshops focused on differentiating math instruction, including planning for small group activities and using manipulatives.<br>**Staff Responsible for Monitoring:** Administration, Instructional Coaches<br>**Problem Statements:** Demographics 2 - Student Learning 2 | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 2 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 2**: The 2025-2026 data reveals that African American students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data. **Root Cause**: Teachers do not have an extensive understanding on how to different instruction. Therefore, teachers need professional development in how to effectively different instruction to include planning for small group instruction. |
| **Student Learning** |
| **Problem Statement 2**: The 2025-2026 data reveals that African American students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data. **Root Cause**: Teachers do not have an extensive understanding on how to different instruction. Therefore, teachers need professional development in how to effectively different instruction to include planning for small group instruction. |

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

**Performance Objective 3:** By the end of the 2025-2026 school year, increase the math performance of Special Education students achieving Meets Grade Level standard or above from 31% to 50% as measured by state assessments.

**High Priority**

**Evaluation Data Sources:** Common Summative Assessments, Formative Assessments, MAP data, IEP Goals

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Conduct workshops on effective math differentiation techniques, with a focus on strategies that can be applied in both special education and general education settings.<br>**Strategy's Expected Result/Impact:** Administration, Instructional Coaches<br>**Problem Statements:** Demographics 1 - Student Learning 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Schedule weekly planning sessions for special education and general education teachers to design math instruction that incorporates accommodations and modifications for Special Education students.<br>**Staff Responsible for Monitoring:** Administration, Instructional Coaches<br>**Problem Statements:** Demographics 1 - Student Learning 1 | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 3 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: The 2025-2026 data reveals that Special Education students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data. **Root Cause**: There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students. |

| Student Learning |
|---|
| **Problem Statement 1**: The 2025-2026 data reveals that Special Education students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data. **Root Cause**: There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students. |

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

**Performance Objective 4:** By the end of the 2025-2026 school year, increase the reading performance of Special Education students achieving Meets Grade Level standard or above from 33% to 50% as measured by state assessments.

**High Priority**

**Evaluation Data Sources:** Common Summative Assessments, Formative Assessments, MAP data, IEP Goals

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Provide professional development sessions focused on differentiated reading strategies for special education students, ensuring teachers have practical tools to implement in the classroom.<br>**Staff Responsible for Monitoring:** Administration, Instructional Coaches<br>**Problem Statements:** Demographics 1 - Student Learning 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 2:** Establish a weekly meeting schedule for special education and general education teachers to analyze reading assessment data and adjust instruction to address identified gaps.<br>**Staff Responsible for Monitoring:** Administration, Instructional Coaches<br>**Problem Statements:** Demographics 1 - Student Learning 1 | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 4 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: The 2025-2026 data reveals that Special Education students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data. **Root Cause**: There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students. |

| Student Learning |
|---|
| **Problem Statement 1**: The 2025-2026 data reveals that Special Education students continue to score significantly below other student groups in the areas of reading and math as compared with district and state data. **Root Cause**: There is a need for additional staff development on how to differentiate for all learners. Special education teachers and general education teachers have limited time to collaborate, plan, and design instruction for special education students. |

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

**Performance Objective 1:** By the end of the 2025-2026 school year, the number of parents/guardians attending campus meetings and events, such as Welcome to the Trail, Open House, and ARD/504 Meetings will increase by 6% from 82% to 88%.

**Evaluation Data Sources:** Surveys, Sign-In Sheets

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Regularly update the school website and social media with district & campus updates and relevant campus information in both English and Spanish to meet student & family needs (e.g. upcoming events & performances, food/supply distributions, PTOs, etc.)<br>**Strategy's Expected Result/Impact:** Families and communities will be regularly updated on campus events and news.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principals<br><br>**Problem Statements:** School Processes & Programs 3 - Perceptions 1 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 1 Problem Statements:**

| School Processes & Programs |
|---|
| **Problem Statement 3**: Although we have high parental involvement and attendance at school-sponsored events, we have not seen an increase in the number of parents responding to surveys and providing feedback. **Root Cause**: We have not provided parents with a variety of outlets to provide feedback. We will increase communication with parents through surveys, newsletters, and parent nights tailored to their feedback. |
| **Perceptions** |
| **Problem Statement 1**: Although we have high parental involvement and attendance at school-sponsored events, we have not seen an increase in the number of parents responding to surveys and providing feedback. **Root Cause**: We have not provided parents with a variety of outlets to provide feedback. We will increase communication with parents through surveys, newsletters, and parent nights tailored to their feedback. |

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

**Performance Objective 2:** By 06/2026, 85% of parents will respond to surveys by providing multiple feedback outlets.

**Evaluation Data Sources:** Parent surveys

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Distribute surveys through multiple channels such as email, text messages, and paper copies sent home with students to ensure accessibility for all parents.<br>**Staff Responsible for Monitoring:** Administration<br>**Problem Statements:** School Processes & Programs 3 - Perceptions 1 | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 2 Problem Statements:**

| School Processes & Programs |
|---|
| **Problem Statement 3**: Although we have high parental involvement and attendance at school-sponsored events, we have not seen an increase in the number of parents responding to surveys and providing feedback. **Root Cause**: We have not provided parents with a variety of outlets to provide feedback. We will increase communication with parents through surveys, newsletters, and parent nights tailored to their feedback. |
| **Perceptions** |
| **Problem Statement 1**: Although we have high parental involvement and attendance at school-sponsored events, we have not seen an increase in the number of parents responding to surveys and providing feedback. **Root Cause**: We have not provided parents with a variety of outlets to provide feedback. We will increase communication with parents through surveys, newsletters, and parent nights tailored to their feedback. |

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

**Performance Objective 1:** By 06/2026, 90% percent of teachers will effectively use data to inform differentiated instruction.

**Evaluation Data Sources:** Edmentum, Walk-Throughs, TTESS Evaluations, CTM Agendas

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy 1:** Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate multiple technology tools relevant to the digital learner<br>**Strategy's Expected Result/Impact:** Increase technology integration in lesson design and delivery.<br>**Staff Responsible for Monitoring:** Administration, Instructional Coaches, Campus Technology Facilitator | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

# 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 |