College Station ISD

Greens Prairie Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: A

Distinction Designation
Academic Achievement in English Language Arts/Reading

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

Mission Statement

Our purpose is to maximize every student's academic growth.

Vision

Students First - Passionate, Empowered, Prepared for their world and future

Value Statement

We value that the learning environment is safe for all.

We value decision making based on what is in the best interest of all students.

We value that all staff members will have high expectations for all students.

We value that in order to grow professionally and provide engaging, enriching learning experiences for our students, we must take risks and be innovative.

We value collaboration with a growth mindset.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

School Profile: 2024–2025

During the 2024–2025 school year, Greens Prairie Elementary served an average enrollment of **510 students** in grades PK–4th. Of this population, **52.55% were male** and **47.45% were female**.

Our **Pre-K and Early Childhood Special Education classrooms** supported **27 students**, representing **5.3% of the student body**. In addition, we offered a wide range of services, including **two resource programs, two life skills programs, one ECSE classroom, dyslexia services, ESL support, and speech services** for identified students.

Student Program Participation

- Dyslexia: **8.82%**
- Section 504: **4.51%**
- Special Education: **23.73%**
- Emergent Bilingual: **4.71%**
- ESL: **3.33%**
- Gifted/Talented: **9.8%**

Economic Indicators

- Economically Disadvantaged: **13.92%**
- Free Meals: **12.16%**
- Reduced-Price Meals: **1.76%**

Student Demographics

- Asian: **6.67%**
- African American: **3.92%**
- Hispanic: **12.94%**
- White: **72.75%**

Schoolwide Data

- Average Attendance Rate: **96.5%**
- Average Class Size (K–3rd): **20:1**
- Average Class Size (4th Grade): **23.4**

Staff Composition

- Administrative Support: **15.79%**
- Professional Teachers: **61.4%**
- Paraprofessionals: **22.81%**

Demographics Strengths

> ### Demographic Strengths Summary: Greens Prairie Elementary (2024–2025)
>
> Greens Prairie Elementary serves a student body of 510 students in grades PK–4, with a strong commitment to inclusive education and academic support.
>
> **1. Inclusive and Comprehensive Student Services**
>
> - Greens Prairie demonstrates a strong dedication to meeting diverse learning needs, with nearly 24% of students receiving Special Education services, supported by:
>   - Two life skills programs
>   - Two resource programs
>   - Dedicated classrooms for ECSE and Pre-K
>   - Targeted support for dyslexia (8.82%), ESL (3.33%), and speech needs

- Participation in Section 504 (4.51%) ensures students with disabilities receive appropriate accommodations.
- These supports reflect a well-developed infrastructure for individualized learning and student success.

2. Enriched Academic Opportunities

- A robust Gifted/Talented program serves 9.8% of students, indicating a strong emphasis on enrichment and academic extension for high-achieving learners.
- Balanced class sizes (20:1 K–4; 23.4 in 4th grade) support individual attention and instructional quality.

3. Diverse and Growing Student Population

- While the majority of students are White (72.75%), Greens Prairie also includes:
    - Hispanic: 12.94%
    - Asian: 6.67%
    - African American: 3.92%
- This demographic composition supports cross-cultural understanding and inclusive community building.

4. High Engagement and Attendance

- Greens Prairie has an average attendance rate of 96.5%, students demonstrate strong engagement and a consistent presence in the classroom, reflecting a safe, supportive, and motivating school environment.

5. Equitable Access and Support

- Though only 13.92% of students are economically disadvantaged, Greens Prairie provides equitable access through:
    - Free meals (12.16%)
    - Reduced-price meals (1.76%)
    - This ensures all students have the foundational support they need to thrive.

6. Strong Staff Composition

- A well-balanced and supportive staff includes:
    - 61.4% professional teachers dedicated to high-quality instruction
    - 22.81% paraprofessionals offering additional instructional and behavioral support

- 15.79% administrative support, ensuring effective school operations

Overall Strengths

Greens Prairie Elementary showcases strengths in inclusive education, academic enrichment, student engagement, and equitable support systems. The school's ability to meet the needs of a diverse range of learners while maintaining high attendance and strong instructional staffing reflects a well-rounded, enriching, and student-centered learning environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Growth patterns are uneven across grade levels in math, with third and fourth grades underperforming compared to K-2nd grades, raising concerns about instructional consistency and skill progression.
Root Cause: Limited monitoring of ongoing assessments and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

Problem Statement 2 (Prioritized): A significant number of students scored "0 or 1" on STAAR Extended Constructed Response (ECR), including students at the Meets level and GT students.
Root Cause: An instructional gap exists due to limited explicit instruction on constructed responses and text evidence analysis, with writing not fully integrated into reading instruction and other contents.

Problem Statement 3 (Prioritized): Subgroup populations (GT, SPED, 504, Economically Disadvantaged, At-Risk, African American, and ESL) are underperforming on STAAR at the Meets, and Masters levels, and current intervention structures are not yielding the intended results, indicating a need to redesign and better align interventions to student needs.
Root Cause: Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.

Problem Statement 4 (Prioritized): Compared to similar schools to GP, 3rd & 4th grade students are not achieving Masters level in reading STAAR performing at Q4 for 3rd grade & Q3 for 4th grade.
Root Cause: Limited monitoring and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

Problem Statement 5 (Prioritized): At the end of the 2024-2025 school year, 39% of our Gifted and Talented students were identified in the "orange" and "red" zones for growth on Math MAP, meaning they did not hit their expected growth measure by the end of the year. (Compared to 2023-2024-->41% were in the red and orange)
Root Cause: Instructional Gaps due to lack of differentiated instruction or enrichment opportunities. Limited Goal Setting & Monitoring: Students may not have been consistently engaged in setting and tracking individual MAP growth goals, reducing ownership of their learning. Lack of support systems in place to monitor progress and address underperformance.

Student Learning

Student Learning Summary

MAP Data:

Math Growth from Fall 2024-Spring 2025 - All Students:

32% Greater than 80th Percentile; 25% 61st to 80th Percentile; 16% 41st-60th Percentile; 15% 21st-40th Percentile; 12% 1st-20th Percentile

1st Grade had the greatest growth measure of 54% greater than 80th percentile. Fourth grade had the lowest growth measure of 15% greater than 80th percentile.

MAP Growth for Identified Tier 3 Students: 3rd Grade Math Students 57.1% Met Projected Growth; 4th Grade Math Students 22.2% Met Projected Growth

Reading Growth from Fall 2024-Spring 2025 - All Students:

28% Greater than 80th Percentile; 21% 61st to 80th Percentile; 19% 41st-60th Percentile; 19% 21st-40th Percentile; 13% 1st-20th Percentile

2nd Grade had the greatest growth measure of 37% greater than 80th percentile. 1st Grade had the lowest growth measure of 17% greater than 80th percentile.

MAP Reading Fluency:

Kindergarten Strengths: Picture Vocabulary with 80% and 86% in phonological awareness of our students exceeding expectations. Phonological Awareness was our lowest foundation skill performance level with 7% of our students scoring on a Level 0, 1 or 2.

First Grade Strengths: Listening Comprehension 83% of our students meeting expectations. Picture vocabulary was our lowest foundational skill performance level with 19% of our students scoring on Level Yellow or Red.

Overall STAAR Data:

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**90**	**A**	
Student Achievement		**91**	**A**	**70%**
STAAR Performance	63	91		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**90**	**A**	**0%**
Academic Growth	80	90	A	✓
Relative Performance (Eco Dis: 14.1%)		70	C	
Closing the Gaps	**73**	**89**	**B**	**30%**



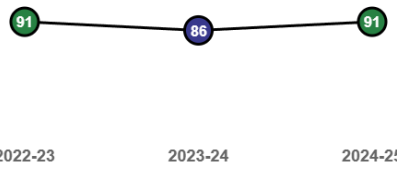
Released August 13, 2025

Overall Performance Details

Student Achievement

A

91 out of 100

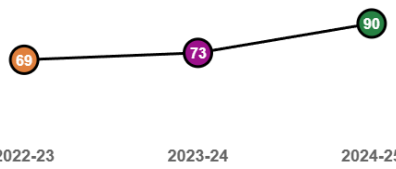


Student Achievement measures whether students met expectations on the STAAR test. It also measures graduation rates and how prepared students are for success after high school.

School Progress

A

90 out of 100

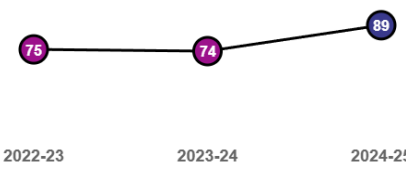


School Progress shows how students perform over time and how the school's performance compares to other schools with similar economically disadvantaged student populations.

Closing the Gaps

B

89 out of 100



Closing the Gaps tells us how well a school is ensuring that all student groups are successful.

STAAR Key Data Points for Reading:

- **3rd Grade (2025 STAAR Reading)**
    - 50 students scored **0 or 1** on the ECR.
    - 3 GT students scored **0 or 1**.
    - Among students who scored **Meets**:
        - 12 students scored 0 or 1
        - 5 scored 2
        - 6 scored 3
- **4th Grade (2025 STAAR Reading)**
    - 21 students scored **0 or 1** on the ECR.
    - 1 GT student scored 0 or 1.
    - Among students who scored **Meets**:
        - 4 scored 0 or 1
        - 6 scored 2

Observations

1. **High number of zeros and ones on ECR** (indicates weakness in written response and text evidence analysis).
2. **Even Meets-level students struggle with ECR** (suggests it's not just low readers, but an instructional gap in writing about reading).
3. **GT students scoring low on ECR** (indicates problem is systemic, not ability-related).

ECR scores not aligned with overall performance (students can pass test but fail ECR, reducing chance for Masters).

STAAR Data Third Grade:

Math:

9% Did Not Meet; 25% Approaches; 29% Meets; 37% Masters

71% Numerical Representation and Relationships; 60% Computations and Algebraic Relationships; 73% Geometry; 64% Data Analysis and Personal Financial Literacy

3rd Grade Tier 3 Students: 3 Students; 2 Did Not Meet Expectations; 1 Scored Approaches; 0 Met Expectations

4th Grade Tier 3 Students: 4 Total Students; 3 Did Not Meet Expectations; 1 Scored Approaches; 0 Met Expectations

Reading:

9% Did Not Meet; 26% Approaches; 39% Meets; 26% Masters

66% Reporting Category 1 Reading; 50% Reporting Category 2 Writing

3rd Grade Tier 3 Students: 9 Total Students; 4 Did Not Meet Expectations; 5 Scored Approaches; 0 Met Expectations

4th Grade Tier 3 Students: 4 Total Students; 1 Did Not Meet Expectations; 3 Scored Approaches; 0 Met Expectations

STAAR Data Fourth Grade:

Math/Reading: 9 Students dropped from Masters to Meets; 10 Students dropped from either Masters/Meets

Math

15% Did Not Meet; 21% Approaches and Above; 29% Meets and Above; 35% Masters

67% Numerical Representation and Relationships; 67% Computations and Algebraic Relationships; 61% Geometry; 74% Data Analysis and Personal Financial Literacy

Reading:

7% Did Not Meet; 23% Approaches and Above; 37% Meets and Above; 33% Masters

62% Reporting Category 1 Reading; 61% Reporting Category Writing

Tier 3 Identified Students Receiving Math Intervention:

First Grade - 1 Student; Second Grade - 1 Student; Third Grade - 1 Student; Fourth Grade - 3 Students

Tier 3 Identified Students Receiving Reading Intervention:

First Grade - 2 Students; Second Grade - 3 Students; Third Grade - 2 Students; Fourth Grade - 8 Students

Tier 3 Identified Students Receiving Both Math and Reading Intervention:

First Grade - 1 Student; Second Grade - 0 Student; Third Grade - 3 Students; Fourth Grade - 0 Students

4545 Students:

4th graders needing both reading and math accelerated instruction: 8 Students

4th graders needing reading accelerated instruction: 7 Students

4th graders needing math accelerated instruction: 5 Students

7 out of 13 4545 Math students did not meet expectations on STAAR

6 out of 15 4545 Reading students did not meet expectations on STAAR

2025 Summer School Intervention:

Third Grade - 5 Students; Fourth Grade - 4 Students

Math STAAR Student Growth Grade 4

4545 Math STAAR Student Growth Grade 4

Lead4Ward accountabilityconnect - STAAR Academic Growth for 2025 for Mathematics and (021901110) - Greens Prairie EL and All Prior Year Teachers and All Teachers and All Ethnicities and All Categories and Math STAAR Grade 4

Annual Growth		STAAR 2025						
		Low Does Not Meet Grade Level	High Does Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total
STAAR 2024	Low Does Not Meet Grade Level	3	2	0	1	0	0	6
	High Does Not Meet Grade Level	1	1	2	1	1	0	6
	Low Approaches Grade Level	1	3	2	3	2	0	11
	High Approaches Grade Level	1	3	1	5	3	0	13
	Meets Grade Level	0	2	2	4	20	11	39
	Masters Grade Level	0	0	0	0	7	26	33
	Total	6	11	7	14	33	37	108

1416 Performance		STAAR 2025						
		Low Does Not Meet Grade Level	High Does Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total
STAAR 2024	Low Does Not Meet Grade Level	3	2	0	1	0	0	6
	High Does Not Meet Grade Level	1	1	2	1	1	0	6
	Total	4	3	2	2	1	0	12

Reading STAAR Student Growth Grade 4

4545 Reading STAAR Student Growth Grade 4

Lead4Ward accountabilityconnect - STAAR Academic Growth for 2025 for Reading/ELA and (021901110) - Greens Prairie EL and All Prior Year Teachers and All Teachers and All Ethnicities and All Categories and Reading STAAR Grade 4

Annual Growth		STAAR 2025						
		Low Does Not Meet Grade Level	High Does Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total
STAAR 2024	Low Does Not Meet Grade Level	5	0	2	0	0	0	7
	High Does Not Meet Grade Level	0	0	6	1	2	0	9
	Low Approaches Grade Level	1	2	0	7	3	0	13
	High Approaches Grade Level	0	0	1	6	9	2	18
	Meets Grade Level	0	0	2	0	23	14	39
	Masters Grade Level	0	0	0	0	2	19	21
	Total	6	2	11	14	39	35	107

1416 Performance		STAAR 2025						
		Low Does Not Meet Grade Level	High Does Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total
STAAR 2024	Low Does Not Meet Grade Level	5	0	2	0	0	0	7
	High Does Not Meet Grade Level	0	0	6	1	2	0	9
	Total	5	0	8	1	2	0	16

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored) *	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years* A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	-	0	0	-	0	-	-	0	-	0	-	0
Academic Achievement Status: Reading/Language Arts (RLA)												
2023	3	4	3	-	4	-	-	3	-	3	-	3
2024	0	3	3	-	4	-	-	3	4	3	3	3
2025	-	3	3	-	4	-	-	3	4	3	-	3
Academic Achievement Status: Mathematics												
2023	0	3	3	-	4	-	-	0	-	3	-	3
2024	0	3	0	-	4	-	-	3	4	0	3	3
2025	-	3	3	-	4	-	-	3	4	3	-	3
Academic Growth Status: RLA												
2023	-	3	0	-	-	-	-	3	-	3	-	3
2024	-	3	3	-	-	-	-	3	-	3	3	3
2025	-	3	3	-	-	-	-	3	-	4	-	3
Academic Growth Status: Mathematics												
2023	-	0	0	-	-	-	-	0	-	0	-	0
2024	-	0	0	-	-	-	-	1	-	0	0	0
2025	-	2	2	-	-	-	-	2	-	3	-	3
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2023	3	3	3	-	4	-	3	3	3	3	3	3
2024	0	3	0	-	3	-	0	3	4	3	3	3
2025	3	3	3	-	3	-	1	3	4	3	3	3
Progress in Achieving English Language Proficiency (EB/EL Current)												
2023									3			
2024									4			
2025									4			

STAAR Distinction Designations

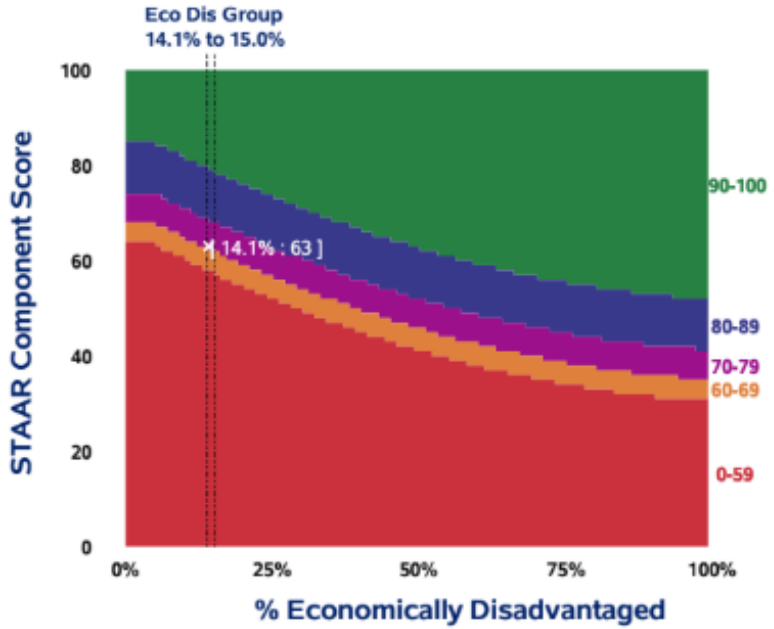
Indicator	GP
Accelerated Student Learning: Mathematics	Q3
Accelerated Student Learning: RLA	Q1
Attendance Rate	Q1
Grade 3 Mathematics Performance (Masters Grade Level)	Q2
Grade 3 Reading Performance (Masters Grade Level) 29 106 27.0 22.0 Q1	Q4
Grade 4 Mathematics Performance (Masters Grade Level)	Q3
Grade 4 Reading Performance (Masters Grade Level) 16 94 17.0 24.0 Q3	Q3
Pct of Grade 3-8 Results at Meets Grade Level or Above in Both Reading and Mathematics	Q4
Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	Q3

Indicator	Indicator Score	Quartile
Attendance Rate	96.6%	Q1
Accelerated Student Learning: RLA	69.0%	Q1
Grade 3 Reading Performance (Masters Grade Level)	25.0%	Q4
Grade 4 Reading Performance (Masters Grade Level)	33.0%	Q3
Total Indicators for RLA/Reading		**2 of 4**

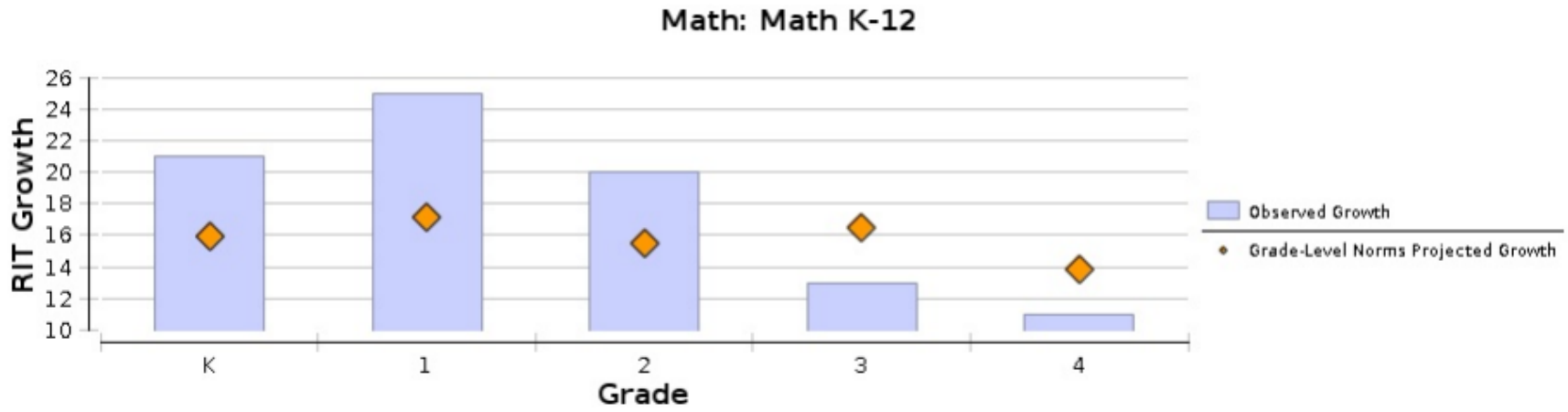
Campus Distinction Outcome: 2 of 4 eligible indicators in Q1 (Top Quartile)

2 of 4 = 50%

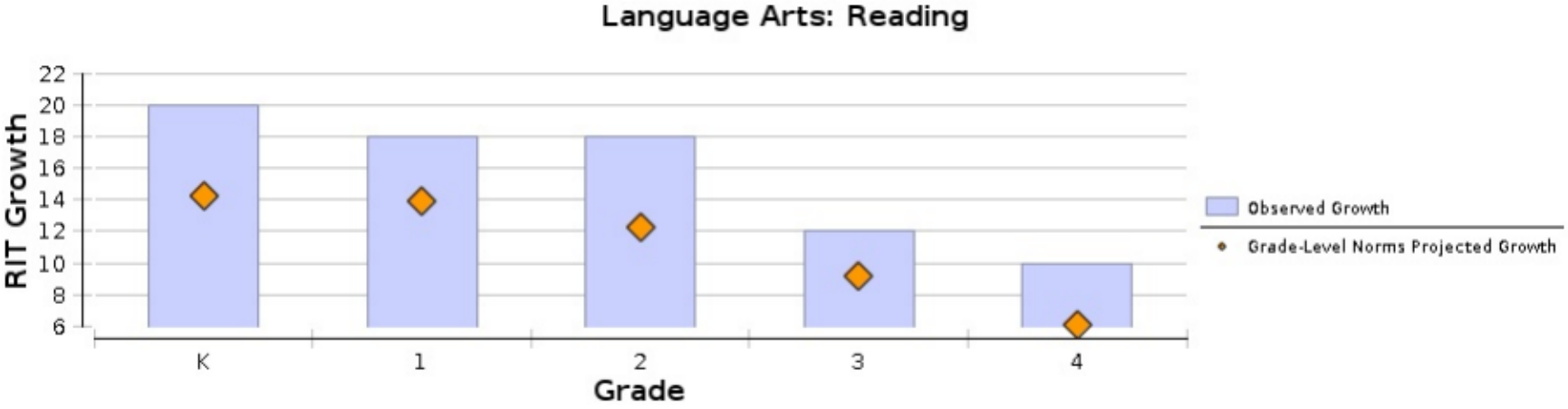
Distinction Target: Elementary = 50% or higher



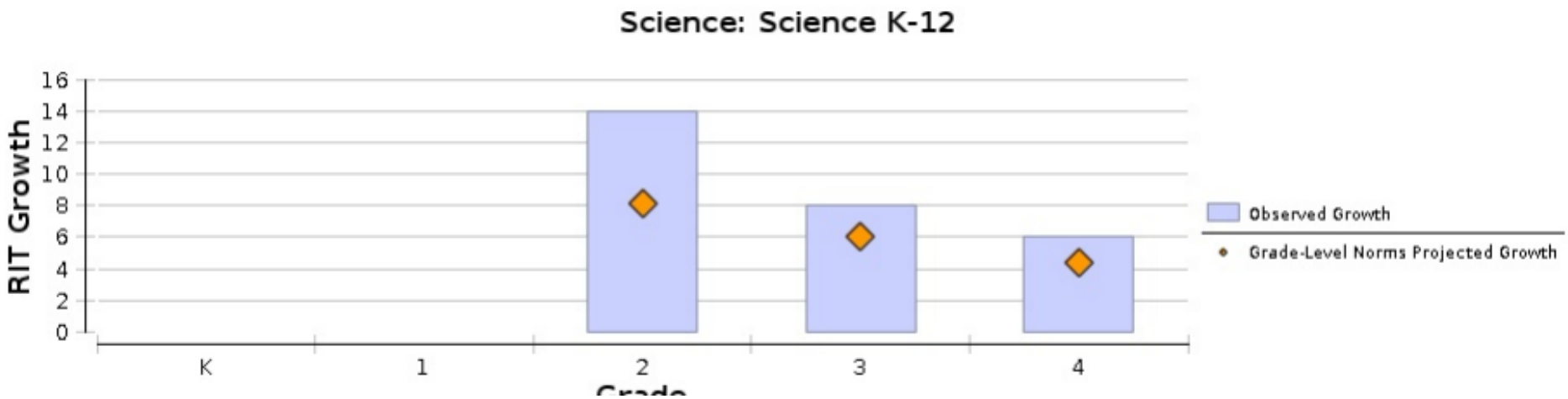
Math MAP Growth Fall 2024-Spring 2025



Reading MAP Growth Fall 2024-Spring 2025



Science MAP Growth Fall 2024-Spring 2025



Student Learning Strengths

Student Learning Strengths Overview

MAP Growth Data

Math (Fall 2024–Spring 2025)

- **32%** of students scored above the 80th percentile.
- **1st grade** showed the strongest growth (54% above 80th percentile).
- Notable strength: High percentage of students excelling in early numeracy.

Reading (Fall 2024–Spring 2025)

- **28%** of students scored above the 80th percentile.
- **2nd grade** had the strongest growth (37% above 80th percentile).

Tier 3 Math Growth

- **3rd grade** Tier 3 students showed promising results, with **57% meeting projected growth.**

MAP Reading Fluency

- **Kindergarten strengths:** Picture vocabulary (80% meeting expectations); 86% strong in phonological awareness.

- **1st grade strengths:** Listening comprehension (83% meeting expectations).
- Areas to build: Some students scored low in foundational skills such as phonological awareness (Kinder) and vocabulary (Grade 1).

STAAR Data Highlights

3rd Grade

- **Math:** 37% at Masters; strong in Geometry (73%) and Numerical Relationships (71%).
- **Reading:** 26% at Masters; strength in comprehension (66%).

4th Grade

- **Math:** 35% at Masters; strong in Data Analysis/Financial Literacy (74%).
- **Reading:** 33% at Masters; balanced strengths across Reading (62%) and Writing (61%).

Key Observations

- Students demonstrate strong performance in **math problem-solving areas** (Geometry, Data Analysis, and Numerical Relationships).
- **Early literacy strengths** in vocabulary and comprehension indicate a solid foundation for long-term reading success.
- **Tier 3 interventions** are showing impact, particularly in 3rd grade math.
- **ECR (Extended Constructed Response)** writing is a campus-wide growth area—affecting all performance levels, including GT students.

Overall Strengths:

- High percentages of students performing above the 80th percentile in math and reading.
- Strong early literacy skills (listening comprehension, vocabulary).
- Consistent growth in math reasoning and data analysis.

Next Steps for Growth:

- Strengthen writing about reading (ECR) across all grade levels.
- Continue building foundational literacy skills (phonological awareness, vocabulary).
- Expand Tier 3 intervention success from 3rd grade math into other areas and grades.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Collaborative grade level teams identified essential TEKS while unit planning, however, more frequent progress monitoring of student understanding and mastery is needed to ensure student academic growth.
Root Cause: Inconsistent tools and processes are not formalized to monitor student progress throughout the year in order to make intervention and/or extension corrections.

Problem Statement 2 (Prioritized): A significant number of students scored "0 or 1" on STAAR Extended Constructed Response (ECR), including students at the Meets level and GT students.
Root Cause: An instructional gap exists due to limited explicit instruction on constructed responses and text evidence analysis, with writing not fully integrated into reading instruction and other contents.

Problem Statement 3 (Prioritized): Subgroup populations (GT, SPED, 504, Economically Disadvantaged, At-Risk, African American, and ESL) are underperforming on STAAR at the Meets, and Masters levels, and current intervention structures are not yielding the intended results, indicating a need to redesign and better align interventions to student needs.
Root Cause: Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.

Problem Statement 4 (Prioritized): Individualized professional growth specific to each teacher's needs is limited as teachers attend district and campus professional development.
Root Cause: Instructional coaching has focused on collaborative team planning and limited individual teacher coaching.

Problem Statement 5 (Prioritized): Growth patterns are uneven across grade levels in math, with third and fourth grades underperforming compared to K-2nd grades, raising concerns about instructional consistency and skill progression.
Root Cause: Limited monitoring of ongoing assessments and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

Problem Statement 6 (Prioritized): At the end of the 2024-2025 school year, 39% of our Gifted and Talented students were identified in the "orange" and "red" zones for growth on Math MAP, meaning they did not hit their expected growth measure by the end of the year. (Compared to 2023-2024-->41% were in the red and orange)
Root Cause: Instructional Gaps due to lack of differentiated instruction or enrichment opportunities. Limited Goal Setting & Monitoring: Students may not have been consistently engaged in setting and tracking individual MAP growth goals, reducing ownership of their learning. Lack of support systems in place to monitor progress and address underperformance.

Problem Statement 7 (Prioritized): Compared to similar schools to GP, 3rd & 4th grade students are not achieving Masters level in reading STAAR performing at Q4 for 3rd grade & Q3 for 4th grade.
Root Cause: Limited monitoring and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

School Processes & Programs

School Processes & Programs Summary

Through the intentional integration of social and emotional learning (SEL) and the support of our dedicated staff, students have developed a strong sense of connection to their school, as shown in our parent and student surveys. This connection is vital for fostering a nurturing, inclusive environment where every student feels valued.

Addressing campus safety, trauma, and behavioral concerns remains a priority. Our SEL team ensures strong implementation of Conscious Discipline, Safe and Civil Schools, and Restorative Practices—frameworks that build a safe, supportive climate for learning. We began the review process of our response to behavior as a campus with Solution Tree. Through this process, our behavior team reviewed campus data, developed a behavior matrix, and clarified responses to discipline from the classroom to the administration. Our counselor further strengthens this work by providing ongoing emotional support and intervention. Together, these efforts have reduced discipline issues and built positive teacher-student relationships that promote both academic success and personal growth.

We are also focused on strengthening collaboration among grade-level teams. By sharing best practices, analyzing student data, and aligning instruction and assessment, teachers ensure all students benefit from consistent, high-quality learning. Instructional coaches play a key role in supporting new teachers through mentorship, resources, and guidance, fostering both professional growth and student success. Through the development and guidance of Solution Tree, our collaborative teams have identified essential standards and planned units of instruction.

To sustain continuous improvement, we encourage staff to reflect regularly on their practice and student outcomes—identifying growth opportunities, celebrating successes, and refining instruction.

At the district level, faculty and student programs are supported through professional development, curriculum coordination, responsive curriculum updates, campus visit feedback, and problem-solving assistance to drive campus improvement.

School Processes & Programs Strengths

The strength of Greens Prairie Elementary is the positive, inclusive, and school family environment that promotes a safe, supportive learning environment for our students. Response to behavior disruptions are aligned across campus utilizing campus structures. Across the grade levels teachers utilize the strategies and relationship building tools provided in campus based programs such as Restorative Practices and Character Strong. Character Strong is a newly adopted district character building program. Character Strong is taught weekly in all classroom. In addition, our daily Morning Assembly fosters a positive school environment and reinforces the behavior structures and programs we have adopted.

Teachers are continuous learners. Campus specialists, the counselor, administration and central office curriculum & instruction coordinators support the professional needs of the staff. Teachers have been encouraged through novel approaches such as Tech Challenges to learn about technology applications while creating an artifact that was used in the classroom with students. Example: A Nearpod activity. This year we focused on our strengths by using the Gallop Poll strengths survey. Teachers, grade level teams and the campus identified top strengths to improve our work collaboration and team effectiveness. Professional development also centered on the focus on student strengths vs weaknesses. As we identified strengths, we also learned about the concept of Row where each team member is instrumental in the success of the team. Combined, these areas of focus targeted our collective strengths as we focused on student learning.

Communication was strengthened with our families through a monthly principal's newsletter. This newsletter provided necessary, helpful information to parents while also sharing positive successes across the campus. This communication fostered positive school relationships, increased attendance at school functions, and provided an another avenue to keep parents informed.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Collaborative grade level teams identified essential TEKS while unit planning, however, more frequent progress monitoring of student understanding and mastery is needed to ensure student academic growth.
Root Cause: Inconsistent tools and processes are not formalized to monitor student progress throughout the year in order to make intervention and/or extension corrections.

Problem Statement 2 (Prioritized): Individualized professional growth specific to each teacher's needs is limited as teachers attend district and campus professional development.
Root Cause: Instructional coaching has focused on collaborative team planning and limited individual teacher coaching.

Problem Statement 3 (Prioritized): A significant number of students scored "0 or 1" on STAAR Extended Constructed Response (ECR), including students at the Meets level and GT students.
Root Cause: An instructional gap exists due to limited explicit instruction on constructed responses and text evidence analysis, with writing not fully integrated into reading instruction and other contents.

Problem Statement 4 (Prioritized): Growth patterns are uneven across grade levels in math, with third and fourth grades underperforming compared to K-2nd grades, raising concerns about instructional consistency and skill progression.
Root Cause: Limited monitoring of ongoing assessments and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

Problem Statement 5 (Prioritized): Subgroup populations (GT, SPED, 504, Economically Disadvantaged, At-Risk, African American, and ESL) are underperforming on STAAR at the Meets, and Masters levels, and current intervention structures are not yielding the intended results, indicating a need to redesign and better align interventions to student needs.
Root Cause: Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.

Problem Statement 6 (Prioritized): At the end of the 2024-2025 school year, 39% of our Gifted and Talented students were identified in the "orange" and "red" zones for growth on Math MAP, meaning they did not hit their expected growth measure by the end of the year. (Compared to 2023-2024-->41% were in the red and orange)
Root Cause: Instructional Gaps due to lack of differentiated instruction or enrichment opportunities. Limited Goal Setting & Monitoring: Students may not have been consistently engaged in setting and tracking individual MAP growth goals, reducing ownership of their learning. Lack of support systems in place to monitor progress and address underperformance.

Problem Statement 7 (Prioritized): Compared to similar schools to GP, 3rd & 4th grade students are not achieving Masters level in reading STAAR performing at Q4 for 3rd grade & Q3 for 4th grade.
Root Cause: Limited monitoring and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

Problem Statement 8: The perceptions of the school community, staff and parents, is difficult to gauge with limited feedback.
Root Cause: Besides attendance at campus events, beginning of the year and end of the year anonymous parent and student surveys to collect feedback and perceptions of the school provides limited information.

Perceptions

Perceptions Summary

At Greens Prairie Elementary, school family is at the heart of our school focus drawing teachers, students, and families in to create a positive, welcoming learning place to call home. Our campus continuously has a high standard for academic achievement, impactful social/emotional learning, and high expectations for problem solving promoting positive behavior practices.

Seeking parental and community involvement is essential for the success of the school. The PTO is active and has a dynamic influence on the school environment. Through their efforts, learning is enriched by supporting field trips, hosting family nights and school events, promoting reading through Book Fairs, providing supplies and infrastructure such as a playground, and building our community through a schoolwide rodeo. The Watch D.O.G.S. program is another vehicle to encourage parent participation. This program is so popular with our dads and grandparents that every day is scheduled. These dads are our school ambassadors spreading the word about our school and public education. Dads also contribute to the positive learning environment by hosting a pancake breakfast, volunteering for the dunking booth at the rodeo, and other fun opportunities. Most importantly, our dads are involved in the day to day learning in the classrooms.

A passionate staff, involved parents, and a supportive community all contribute to the success of Greens Prairie Elementary.

Perceptions Strengths

The primary strength of Greens Prairie Elementary is the strong parent, community, and school partnerships that we have cultivated all working together to support student success. An example of this partnership is the active involvement of our dads through the Watch D.O.G.S. program. Another example would be the active involvement and support of the PTO. Attendance at campus events such as Frosty's Snowbash (500+ attendees) and GP Mustang Rodeo (1,000+ attendees and volunteers) provides additional evidence of a healthy family, community, and school partnership.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The perceptions of the school community, staff and parents, is difficult to gauge with limited feedback.
Root Cause: Besides attendance at campus events, beginning of the year and end of the year anonymous parent and student surveys to collect feedback and perceptions of the school provides limited information.

Problem Statement 2 (Prioritized): Individualized professional growth specific to each teacher's needs is limited as teachers attend district and campus professional development.
Root Cause: Instructional coaching has focused on collaborative team planning and limited individual teacher coaching.

Priority Problem Statements

Problem Statement 1: A significant number of students scored "0 or 1" on STAAR Extended Constructed Response (ECR), including students at the Meets level and GT students.

Root Cause 1: An instructional gap exists due to limited explicit instruction on constructed responses and text evidence analysis, with writing not fully integrated into reading instruction and other contents.

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

Problem Statement 2: Collaborative grade level teams identified essential TEKS while unit planning, however, more frequent progress monitoring of student understanding and mastery is needed to ensure student academic growth.

Root Cause 2: Inconsistent tools and processes are not formalized to monitor student progress throughout the year in order to make intervention and/or extension corrections.

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

Problem Statement 3: Subgroup populations (GT, SPED, 504, Economically Disadvantaged, At-Risk, African American, and ESL) are underperforming on STAAR at the Meets, and Masters levels, and current intervention structures are not yielding the intended results, indicating a need to redesign and better align interventions to student needs.

Root Cause 3: Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.

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

Problem Statement 4: Individualized professional growth specific to each teacher's needs is limited as teachers attend district and campus professional development.

Root Cause 4: Instructional coaching has focused on collaborative team planning and limited individual teacher coaching.

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

Problem Statement 5: Growth patterns are uneven across grade levels in math, with third and fourth grades underperforming compared to K-2nd grades, raising concerns about instructional consistency and skill progression.

Root Cause 5: Limited monitoring of ongoing assessments and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

Problem Statement 5 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 6: Compared to similar schools to GP, 3rd & 4th grade students are not achieving Masters level in reading STAAR performing at Q4 for 3rd grade & Q3 for 4th grade.

Root Cause 6: Limited monitoring and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

Problem Statement 6 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 7: At the end of the 2024-2025 school year, 39% of our Gifted and Talented students were identified in the "orange" and "red" zones for growth on Math MAP, meaning they did not hit their expected growth measure by the end of the year. (Compared to 2023-2024-->41% were in the red and orange)

Root Cause 7: Instructional Gaps due to lack of differentiated instruction or enrichment opportunities. Limited Goal Setting & Monitoring: Students may not have been consistently engaged in setting and tracking individual MAP growth goals, reducing ownership of their learning. Lack of support systems in place to monitor progress and address underperformance.

Problem Statement 7 Areas: Demographics - Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment 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
- 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

- 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
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 12, 2025

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

Performance Objective 1: By the end of the 2025-2026 school year, 100% of classroom teachers will collaboratively design and implement targeted instructional practices focused on essential standards, as measured by the creation of Common Formative Assessments (CFAs) and the integration of ongoing assessment data analysis. This will lead to a 15% increase in student growth on district-wide assessments, measured by baseline and end-of-year results.

High Priority

Evaluation Data Sources: Collaborative Team Agendas and Meeting Notes; Common Formative Assessments in Math and Reading K-4th

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Campus and Guiding Coalition will participate in foundational professional learning by Solution Tree targeting effective collaborative teams. **Strategy's Expected Result/Impact:** Increase effectiveness and efficiency in grade level planning, monitoring of student progress, and collaborative team meetings. **Staff Responsible for Monitoring:** Guiding Coalition Members; Instructional Coaches; Administration **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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** - 255 Title II, Part A				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Math/Science and Reading/Social Studies instructional coaches will support teacher growth, collaboration, and professional development as they participate in weekly collaborative team meetings and facilitate individual coaching opportunities for at least one teacher per grade level and new teachers to GP. **Strategy's Expected Result/Impact:** Effective and impactful teaching practices to support student growth. **Staff Responsible for Monitoring:** Instructional Coaches and Administration **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 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4 - School Processes & Programs 2 - Perceptions 2 **Funding Sources:** - 199 General Fund, - 255 Title II, Part A				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: The CSISD Framework for Success will continue to be incorporated focusing on the phase of Inspire. Focus: Teachers will approach content with passion & curiosity; connect learning experiences; model behaviors that motivate peers & learners; plan intentional learning experiences. **Strategy's Expected Result/Impact:** Students will be active learners while demonstrating curiosity by asking questions and engaging in dialogue. **Staff Responsible for Monitoring:** Administration, Instructional Coaches, Classroom Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4 - School Processes & Programs 2 - Perceptions 2 **Funding Sources:** - 199 General Fund				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Collaborative grade level teams identified essential TEKS while unit planning, however, more frequent progress monitoring of student understanding and mastery is needed to ensure student academic growth. **Root Cause**: Inconsistent tools and processes are not formalized to monitor student progress throughout the year in order to make intervention and/or extension corrections.

Student Learning

Problem Statement 4: Individualized professional growth specific to each teacher's needs is limited as teachers attend district and campus professional development. **Root Cause**: Instructional coaching has focused on collaborative team planning and limited individual teacher coaching.

School Processes & Programs

Problem Statement 1: Collaborative grade level teams identified essential TEKS while unit planning, however, more frequent progress monitoring of student understanding and mastery is needed to ensure student academic growth. **Root Cause**: Inconsistent tools and processes are not formalized to monitor student progress throughout the year in order to make intervention and/or extension corrections.

Problem Statement 2: Individualized professional growth specific to each teacher's needs is limited as teachers attend district and campus professional development. **Root Cause**: Instructional coaching has focused on collaborative team planning and limited individual teacher coaching.

Perceptions

Problem Statement 2: Individualized professional growth specific to each teacher's needs is limited as teachers attend district and campus professional development. **Root Cause**: Instructional coaching has focused on collaborative team planning and limited individual teacher coaching.

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

Performance Objective 2: By May 2025, 100% of teachers will implement district-defined essential teaching and learning practices (content alignment, instructional strategies, and classroom management/culture), as measured by classroom walk-through data, lesson plan reviews, resulting in a 10% increase in students meeting or exceeding grade-level expectations on district or state assessments.

High Priority

Evaluation Data Sources: Walk Through Data; Lesson Plan Review; MAP Assessment Results, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The CSISD Learning Series, focused on classroom daily learning objectives, will be written in student friendly language and a complete I can statement. **Strategy's Expected Result/Impact:** Students will be able to identify the purpose of the learning and reflect on their mastery of the objective. **Staff Responsible for Monitoring:** Campus administration and instructional coaches **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 3 - School Processes & Programs 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: The CSISD Learning Series, focused on differentiation, will include depth & complexity and meet the individual academic needs of each student in the classroom. **Strategy's Expected Result/Impact:** Student performance indicating at least a year's growth in MAP **Staff Responsible for Monitoring:** Campus administration and instructional coaches **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 1, 3, 4 - School Processes & Programs 1, 2, 5 - Perceptions 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Subgroup populations (GT, SPED, 504, Economically Disadvantaged, At-Risk, African American, and ESL) are underperforming on STAAR at the Meets, and Masters levels, and current intervention structures are not yielding the intended results, indicating a need to redesign and better align interventions to student needs. **Root Cause**: Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.
Student Learning
Problem Statement 1: Collaborative grade level teams identified essential TEKS while unit planning, however, more frequent progress monitoring of student understanding and mastery is needed to ensure student academic growth. **Root Cause**: Inconsistent tools and processes are not formalized to monitor student progress throughout the year in order to make intervention and/or extension corrections.
Problem Statement 3: Subgroup populations (GT, SPED, 504, Economically Disadvantaged, At-Risk, African American, and ESL) are underperforming on STAAR at the Meets, and Masters levels, and current intervention structures are not yielding the intended results, indicating a need to redesign and better align interventions to student needs. **Root Cause**: Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.
Problem Statement 4: Individualized professional growth specific to each teacher's needs is limited as teachers attend district and campus professional development. **Root Cause**: Instructional coaching has focused on collaborative team planning and limited individual teacher coaching.
School Processes & Programs
Problem Statement 1: Collaborative grade level teams identified essential TEKS while unit planning, however, more frequent progress monitoring of student understanding and mastery is needed to ensure student academic growth. **Root Cause**: Inconsistent tools and processes are not formalized to monitor student progress throughout the year in order to make intervention and/or extension corrections.
Problem Statement 2: Individualized professional growth specific to each teacher's needs is limited as teachers attend district and campus professional development. **Root Cause**: Instructional coaching has focused on collaborative team planning and limited individual teacher coaching.
Problem Statement 5: Subgroup populations (GT, SPED, 504, Economically Disadvantaged, At-Risk, African American, and ESL) are underperforming on STAAR at the Meets, and Masters levels, and current intervention structures are not yielding the intended results, indicating a need to redesign and better align interventions to student needs. **Root Cause**: Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.
Perceptions
Problem Statement 2: Individualized professional growth specific to each teacher's needs is limited as teachers attend district and campus professional development. **Root Cause**: Instructional coaching has focused on collaborative team planning and limited individual teacher coaching.

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

Performance Objective 3: By April 2026, instructional gaps and skill progression in ELAR (English Language Arts and Reading) and mathematics will be addressed, as measured by formative assessments, student performance data, and targeted interventions. Teachers will utilize CFA data reviews and adjust instructional strategies based on student needs, leading to a 10% improvement in student proficiency on state or district assessments in both subjects.

High Priority

Evaluation Data Sources: ECR assessments; CFAs, MAP data, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide professional development for teachers on effective strategies for teaching text evidence analysis and constructed responses, ensuring teachers can model and guide students in these skills. **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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2, 4 - Student Learning 2, 7 - School Processes & Programs 3, 7 **Funding Sources:** - 199 General Fund				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide professional development opportunities for 3rd and 4th grade teachers to score student ECRs and reflect on next steps of instruction for each student. **Strategy's Expected Result/Impact:** Number of students scoring a 0 or 1 on STAAR Extended Constructed Response (ECR) will be reduced. **Staff Responsible for Monitoring:** Instructional Coaches and Classroom ELAR Teachers **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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 4 - Student Learning 7 - School Processes & Programs 7 **Funding Sources:** - 199 General Fund				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: During collaborative team meetings teachers will analyze MAP and Common Formative Assessment data to identify instructional gaps and plan targeted interventions and extensions for students. **Strategy's Expected Result/Impact:** 3rd & 4th grade % will increase at the Masters level in reading STAAR **Staff Responsible for Monitoring:** Administration, Instructional Coaches, and Classroom Teachers **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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 4 - Student Learning 7 - School Processes & Programs 7 **Funding Sources:** - 199 General Fund				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: During collaborative team meetings, teachers will analyze MAP and Common Formative Assessment data to identify math instructional gaps and plan targeted interventions for third and fourth grade students. **Strategy's Expected Result/Impact:** Third and fourth grades will increase their performance level in comparison to K, 1st, and 2nd grades. **Staff Responsible for Monitoring:** Administration, Instructional Coaches, and 3rd & 4th Grade Math Teachers **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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 5 - School Processes & Programs 4 **Funding Sources:** - 199 General Fund				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: All students, K-4th grade, will receive daily, targeted intervention to remediate and/or extend learning based on assessment data, focusing on specific skills identified as gaps during collaborative team meetings. **Strategy's Expected Result/Impact:** Protected intervention time will address individual student's needs and support academic growth. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 5 - School Processes & Programs 4 **Funding Sources:** - 199 General Fund				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Growth patterns are uneven across grade levels in math, with third and fourth grades underperforming compared to K-2nd grades, raising concerns about instructional consistency and skill progression. **Root Cause**: Limited monitoring of ongoing assessments and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

Problem Statement 2: A significant number of students scored "0 or 1" on STAAR Extended Constructed Response (ECR), including students at the Meets level and GT students. **Root Cause**: An instructional gap exists due to limited explicit instruction on constructed responses and text evidence analysis, with writing not fully integrated into reading instruction and other contents.

Problem Statement 4: Compared to similar schools to GP, 3rd & 4th grade students are not achieving Masters level in reading STAAR performing at Q4 for 3rd grade & Q3 for 4th grade. **Root Cause**: Limited monitoring and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

Student Learning

Problem Statement 2: A significant number of students scored "0 or 1" on STAAR Extended Constructed Response (ECR), including students at the Meets level and GT students. **Root Cause**: An instructional gap exists due to limited explicit instruction on constructed responses and text evidence analysis, with writing not fully integrated into reading instruction and other contents.

Problem Statement 5: Growth patterns are uneven across grade levels in math, with third and fourth grades underperforming compared to K-2nd grades, raising concerns about instructional consistency and skill progression. **Root Cause**: Limited monitoring of ongoing assessments and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

Problem Statement 7: Compared to similar schools to GP, 3rd & 4th grade students are not achieving Masters level in reading STAAR performing at Q4 for 3rd grade & Q3 for 4th grade. **Root Cause**: Limited monitoring and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

School Processes & Programs

Problem Statement 3: A significant number of students scored "0 or 1" on STAAR Extended Constructed Response (ECR), including students at the Meets level and GT students. **Root Cause**: An instructional gap exists due to limited explicit instruction on constructed responses and text evidence analysis, with writing not fully integrated into reading instruction and other contents.

Problem Statement 4: Growth patterns are uneven across grade levels in math, with third and fourth grades underperforming compared to K-2nd grades, raising concerns about instructional consistency and skill progression. **Root Cause**: Limited monitoring of ongoing assessments and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

Problem Statement 7: Compared to similar schools to GP, 3rd & 4th grade students are not achieving Masters level in reading STAAR performing at Q4 for 3rd grade & Q3 for 4th grade. **Root Cause**: Limited monitoring and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

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

Performance Objective 1: By the end of the 2025-2026 school year, at least 20% more students in each grade (K-4) will achieve a full year's growth in MAP assessments for reading, math, and science, as measured by individual student growth on the MAP assessment from fall to spring. Teachers will utilize targeted instructional strategies, differentiated learning, and regular progress monitoring to support student growth, with the goal of increasing the percentage of students meeting growth targets by 20%.

High Priority

Evaluation Data Sources: BOY, MOY, and EOY MAP reading, math and science assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers and coaches will utilize the MAP Learning Continuum to target Tier 2 and Tier 3 small group instruction. **Strategy's Expected Result/Impact:** Increase in percentage of K-4th grade students succeeding in achieving a full year's academic growth in MAP assessments. **Staff Responsible for Monitoring:** Administration, Instructional Coaches, and Classroom Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 3, 4 - Student Learning 3, 5, 7 - School Processes & Programs 4, 5, 7 **Funding Sources:** - 199 General Fund				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: During classroom Tier 1 small group instruction, Tier 2 and Tier 3 intervention time, teachers will provide targeted intervention which may include direct teaching, opportunities for spiraling of previously taught skills, online program Edmentum, choice boards with targeted lesson activities, and rigorous activities to grow students. **Strategy's Expected Result/Impact:** Increased in percentage of K-4th grade students succeeding in achieving a full year's academic growth in MAP assessments. **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coaches **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 3, 4 - Student Learning 3, 5, 7 - School Processes & Programs 4, 5, 7 **Funding Sources:** - 199 General Fund				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: During collaborative team grade level meetings, teachers will create and analyze Common Formative Assessments to continually progress monitor students to provide intervention and extensions. **Strategy's Expected Result/Impact:** CFA results, MAP, STAAR **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 3, 4 - Student Learning 3, 7 - School Processes & Programs 5, 7 **Funding Sources:** - 199 General Fund				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Growth patterns are uneven across grade levels in math, with third and fourth grades underperforming compared to K-2nd grades, raising concerns about instructional consistency and skill progression. **Root Cause**: Limited monitoring of ongoing assessments and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

Demographics

Problem Statement 3: Subgroup populations (GT, SPED, 504, Economically Disadvantaged, At-Risk, African American, and ESL) are underperforming on STAAR at the Meets, and Masters levels, and current intervention structures are not yielding the intended results, indicating a need to redesign and better align interventions to student needs. **Root Cause**: Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.

Problem Statement 4: Compared to similar schools to GP, 3rd & 4th grade students are not achieving Masters level in reading STAAR performing at Q4 for 3rd grade & Q3 for 4th grade. **Root Cause**: Limited monitoring and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

Student Learning

Problem Statement 3: Subgroup populations (GT, SPED, 504, Economically Disadvantaged, At-Risk, African American, and ESL) are underperforming on STAAR at the Meets, and Masters levels, and current intervention structures are not yielding the intended results, indicating a need to redesign and better align interventions to student needs. **Root Cause**: Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.

Problem Statement 5: Growth patterns are uneven across grade levels in math, with third and fourth grades underperforming compared to K-2nd grades, raising concerns about instructional consistency and skill progression. **Root Cause**: Limited monitoring of ongoing assessments and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

Problem Statement 7: Compared to similar schools to GP, 3rd & 4th grade students are not achieving Masters level in reading STAAR performing at Q4 for 3rd grade & Q3 for 4th grade. **Root Cause**: Limited monitoring and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

School Processes & Programs

Problem Statement 4: Growth patterns are uneven across grade levels in math, with third and fourth grades underperforming compared to K-2nd grades, raising concerns about instructional consistency and skill progression. **Root Cause**: Limited monitoring of ongoing assessments and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

Problem Statement 5: Subgroup populations (GT, SPED, 504, Economically Disadvantaged, At-Risk, African American, and ESL) are underperforming on STAAR at the Meets, and Masters levels, and current intervention structures are not yielding the intended results, indicating a need to redesign and better align interventions to student needs. **Root Cause**: Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.

Problem Statement 7: Compared to similar schools to GP, 3rd & 4th grade students are not achieving Masters level in reading STAAR performing at Q4 for 3rd grade & Q3 for 4th grade. **Root Cause**: Limited monitoring and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

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

Performance Objective 2: By the end of the 2025-2026 school year, student subgroups (GT, SPED, 504, At-Risk, and Economically Disadvantaged) will show a 10% increase in the percentage of students achieving "Meets" or "Masters" performance levels on the STAAR assessments, as measured by the spring STAAR results. Teachers and support staff will implement targeted interventions, differentiated instruction, and data-driven strategies to close achievement gaps, with monthly progress checks to monitor and adjust instructional practices.

High Priority

Evaluation Data Sources: STAAR Results, BOY/MOY/EOY MAP Assessments, STAAR Interim

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Kindergarten, first grade and second grade reading instruction will incorporate comprehension and inferencing skills along with the phonetic foundational skills to support student readers. **Strategy's Expected Result/Impact:** Increase percentage of students meeting MAP growth and increased student scores on STAAR. **Staff Responsible for Monitoring:** Instructional Coaches, Classroom Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 3, 4, 5 - Student Learning 1, 3, 6, 7 - School Processes & Programs 1, 5, 6, 7 **Funding Sources:** - 199 General Fund				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: During the collaborative team weekly meetings, math teachers will focus on aligning the curriculum, assessment measures, Eureka lessons, spiraling of previously taught skills, and best practices to increase the effectiveness of Tier 1 instruction. **Strategy's Expected Result/Impact:** Students will perform at least 10% more on their STAAR assessments. **Staff Responsible for Monitoring:** Administration, Instructional Coaches, Math Teachers **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 5: Effective Instruction **Problem Statements:** Demographics 1, 3, 5 - Student Learning 3, 5, 6 - School Processes & Programs 4, 5, 6 **Funding Sources:** - 199 General Fund, - 255 Title II, Part A				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Differentiation within each classroom will target identified GT students academic needs providing extension needed through progress monitoring. **Strategy's Expected Result/Impact:** GT MAP results will indicate that students are meeting their expected growth measure. **Staff Responsible for Monitoring:** Instructional Coaches, Classroom Teachers, and GT Specialist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 4, 5 - Student Learning 6, 7 - School Processes & Programs 6, 7 **Funding Sources:** - 199 General Fund				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: SPED teachers will be included in grade level collaborative team meetings and MTSS meetings planning for instruction, intervention, and analyzing data. **Strategy's Expected Result/Impact:** SPED student academic progress measured on CFAs, MAP, and STAAR **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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 3, 4 - Student Learning 3, 7 - School Processes & Programs 5, 7 **Funding Sources:** - 199 General Fund				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Students receiving special education support in life skills and resource will have IEP goals that will be vertically aligned to grade level TEKS. **Strategy's Expected Result/Impact:** Students receiving special education services will move closer to working on grade level TEKS. **Staff Responsible for Monitoring:** Administration, SPED Life Skills & Resource Teachers, ARD Facilitator **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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 3 - School Processes & Programs 5 **Funding Sources:** - 199 General Fund				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Growth patterns are uneven across grade levels in math, with third and fourth grades underperforming compared to K-2nd grades, raising concerns about instructional consistency and skill progression. **Root Cause**: Limited monitoring of ongoing assessments and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

Problem Statement 3: Subgroup populations (GT, SPED, 504, Economically Disadvantaged, At-Risk, African American, and ESL) are underperforming on STAAR at the Meets, and Masters levels, and current intervention structures are not yielding the intended results, indicating a need to redesign and better align interventions to student needs. **Root Cause**: Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.

Problem Statement 4: Compared to similar schools to GP, 3rd & 4th grade students are not achieving Masters level in reading STAAR performing at Q4 for 3rd grade & Q3 for 4th grade. **Root Cause**: Limited monitoring and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

Problem Statement 5: At the end of the 2024-2025 school year, 39% of our Gifted and Talented students were identified in the "orange" and "red" zones for growth on Math MAP, meaning they did not hit their expected growth measure by the end of the year. (Compared to 2023-2024-->41% were in the red and orange) **Root Cause**: Instructional Gaps due to lack of differentiated instruction or enrichment opportunities. Limited Goal Setting & Monitoring: Students may not have been consistently engaged in setting and tracking individual MAP growth goals, reducing ownership of their learning. Lack of support systems in place to monitor progress and address underperformance.

Student Learning

Problem Statement 1: Collaborative grade level teams identified essential TEKS while unit planning, however, more frequent progress monitoring of student understanding and mastery is needed to ensure student academic growth. **Root Cause**: Inconsistent tools and processes are not formalized to monitor student progress throughout the year in order to make intervention and/or extension corrections.

Student Learning

Problem Statement 3: Subgroup populations (GT, SPED, 504, Economically Disadvantaged, At-Risk, African American, and ESL) are underperforming on STAAR at the Meets, and Masters levels, and current intervention structures are not yielding the intended results, indicating a need to redesign and better align interventions to student needs. **Root Cause**: Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.

Problem Statement 5: Growth patterns are uneven across grade levels in math, with third and fourth grades underperforming compared to K-2nd grades, raising concerns about instructional consistency and skill progression. **Root Cause**: Limited monitoring of ongoing assessments and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

Problem Statement 6: At the end of the 2024-2025 school year, 39% of our Gifted and Talented students were identified in the "orange" and "red" zones for growth on Math MAP, meaning they did not hit their expected growth measure by the end of the year. (Compared to 2023-2024-->41% were in the red and orange) **Root Cause**: Instructional Gaps due to lack of differentiated instruction or enrichment opportunities. Limited Goal Setting & Monitoring: Students may not have been consistently engaged in setting and tracking individual MAP growth goals, reducing ownership of their learning. Lack of support systems in place to monitor progress and address underperformance.

Problem Statement 7: Compared to similar schools to GP, 3rd & 4th grade students are not achieving Masters level in reading STAAR performing at Q4 for 3rd grade & Q3 for 4th grade. **Root Cause**: Limited monitoring and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

School Processes & Programs

Problem Statement 1: Collaborative grade level teams identified essential TEKS while unit planning, however, more frequent progress monitoring of student understanding and mastery is needed to ensure student academic growth. **Root Cause**: Inconsistent tools and processes are not formalized to monitor student progress throughout the year in order to make intervention and/or extension corrections.

Problem Statement 4: Growth patterns are uneven across grade levels in math, with third and fourth grades underperforming compared to K-2nd grades, raising concerns about instructional consistency and skill progression. **Root Cause**: Limited monitoring of ongoing assessments and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

Problem Statement 5: Subgroup populations (GT, SPED, 504, Economically Disadvantaged, At-Risk, African American, and ESL) are underperforming on STAAR at the Meets, and Masters levels, and current intervention structures are not yielding the intended results, indicating a need to redesign and better align interventions to student needs. **Root Cause**: Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.

Problem Statement 6: At the end of the 2024-2025 school year, 39% of our Gifted and Talented students were identified in the "orange" and "red" zones for growth on Math MAP, meaning they did not hit their expected growth measure by the end of the year. (Compared to 2023-2024-->41% were in the red and orange) **Root Cause**: Instructional Gaps due to lack of differentiated instruction or enrichment opportunities. Limited Goal Setting & Monitoring: Students may not have been consistently engaged in setting and tracking individual MAP growth goals, reducing ownership of their learning. Lack of support systems in place to monitor progress and address underperformance.

Problem Statement 7: Compared to similar schools to GP, 3rd & 4th grade students are not achieving Masters level in reading STAAR performing at Q4 for 3rd grade & Q3 for 4th grade. **Root Cause**: Limited monitoring and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

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

Performance Objective 3: By May 2026, the MTSS team will implement an ongoing process to identify students in need of Tier 2 and Tier 3 interventions and progress monitor them at least every 3 weeks, with documentation reviewed during monthly MTSS meetings to ensure timely support and adjustments.

High Priority

Evaluation Data Sources: MTSS Meeting Logs, Student's Progress Monitoring Results, MAP, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Classroom teachers along with other campus stakeholders will set a SMART goal for each student along with assessment measures to chart progress in Tier 2 or Tier 3 intervention. **Strategy's Expected Result/Impact:** Students will no longer need targeted Tier 2 and/or Tier 3 intervention. **Staff Responsible for Monitoring:** Administration, Counselor, Instructional Coaches, Classroom Teachers **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 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 3 - School Processes & Programs 5 **Funding Sources:** - 199 General Fund				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Classroom teachers will be supported by the instructional coaches to provide differentiated, targeted intervention including appropriate assessments to monitor progress. **Strategy's Expected Result/Impact:** Students will no longer need targeted Tier 2 and/or Tier 3 intervention. **Staff Responsible for Monitoring:** Instructional Coaches, Classroom Teachers **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 5: Effective Instruction **Problem Statements:** Student Learning 4 - School Processes & Programs 2 - Perceptions 2 **Funding Sources:** - 199 General Fund				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Subgroup populations (GT, SPED, 504, Economically Disadvantaged, At-Risk, African American, and ESL) are underperforming on STAAR at the Meets, and Masters levels, and current intervention structures are not yielding the intended results, indicating a need to redesign and better align interventions to student needs. **Root Cause**: Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.
Student Learning
Problem Statement 3: Subgroup populations (GT, SPED, 504, Economically Disadvantaged, At-Risk, African American, and ESL) are underperforming on STAAR at the Meets, and Masters levels, and current intervention structures are not yielding the intended results, indicating a need to redesign and better align interventions to student needs. **Root Cause**: Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.
Problem Statement 4: Individualized professional growth specific to each teacher's needs is limited as teachers attend district and campus professional development. **Root Cause**: Instructional coaching has focused on collaborative team planning and limited individual teacher coaching.
School Processes & Programs
Problem Statement 2: Individualized professional growth specific to each teacher's needs is limited as teachers attend district and campus professional development. **Root Cause**: Instructional coaching has focused on collaborative team planning and limited individual teacher coaching.
Problem Statement 5: Subgroup populations (GT, SPED, 504, Economically Disadvantaged, At-Risk, African American, and ESL) are underperforming on STAAR at the Meets, and Masters levels, and current intervention structures are not yielding the intended results, indicating a need to redesign and better align interventions to student needs. **Root Cause**: Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.
Perceptions
Problem Statement 2: Individualized professional growth specific to each teacher's needs is limited as teachers attend district and campus professional development. **Root Cause**: Instructional coaching has focused on collaborative team planning and limited individual teacher coaching.

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

Performance Objective 1: By the end of the 25-26 school year, 85% of 3rd and 4th grade students surveyed will report that they have a sense of belonging and connection to the school community.

High Priority

Evaluation Data Sources: Student and Parent Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The campus behavior team will guide the development and implementation of a behavior matrix aligning behavior expectations campus-wide. **Strategy's Expected Result/Impact:** Aligned, consistent, and clear behavior expectations across the campus. Behavior referrals are reduced. **Staff Responsible for Monitoring:** Administration, Behavior Leadership Team, and GP Staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - 199 General Fund, - 255 Title II, Part A				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: The Character Strong program will be integrated in classroom instruction to promote student social/emotional well being. **Strategy's Expected Result/Impact:** Positive school and classroom environment; Positive social/emotional health of students **Staff Responsible for Monitoring:** Counselor and Classroom Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - 199 General Fund				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: By May 2026, 100% of faculty will participate in at least two professional development sessions and two schoolwide events focused on relationship building. **Strategy's Expected Result/Impact:** Evidence of strengthened relationships will be measured through a mid-year and end-of-year staff survey showing a 10% increase in positive responses regarding collaboration and sense of school community. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 199 General Fund				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Parents will be offered a survey at the beginning, middle, and end of the year to gain feedback in the areas of safety, student connection, academics, and communication. **Strategy's Expected Result/Impact:** Feedback from surveys will guide school improvement **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - 199 General Fund				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Two family schoolwide events will be scheduled each semester to foster family involvement and connection. **Strategy's Expected Result/Impact:** Increased attendance at schoolwide events; Positive connections and rapport with GP families **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 199 General Fund				

No Progress Accomplished Continue/Modify Discontinue

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 May 2026, 80% of classroom teachers will demonstrate proficiency in integrating campus technology to support student achievement, as measured by teacher feedback surveys and evidence from classroom observations.

Evaluation Data Sources: Increased student performance on MAP Growth, STAAR, and grade level assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: With the support of the campus Digital Learning Ambassador, teachers will build capacity to integrate digital learning resources for grade level and content areas. **Strategy's Expected Result/Impact:** Integration of instructional technology **Staff Responsible for Monitoring:** Digital Learning Ambassador, DLA, Instructional Coaches, Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 3, 4, 5 - Student Learning 3, 5, 6, 7 - School Processes & Programs 4, 5, 6, 7 **Funding Sources:** - 199 General Fund, - 255 Title II, Part A				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Classroom teachers will utilize the Edmentum platform to identify specific skills to support instruction by students completing the online lessons. **Strategy's Expected Result/Impact:** Increased student performance on MAP and STAAR **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coaches, and Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 3, 4, 5 - Student Learning 3, 6, 7 - School Processes & Programs 5, 6, 7 **Funding Sources:** - 255 Title II, Part A				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Growth patterns are uneven across grade levels in math, with third and fourth grades underperforming compared to K-2nd grades, raising concerns about instructional consistency and skill progression. **Root Cause**: Limited monitoring of ongoing assessments and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

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Problem Statement 5: At the end of the 2024-2025 school year, 39% of our Gifted and Talented students were identified in the "orange" and "red" zones for growth on Math MAP, meaning they did not hit their expected growth measure by the end of the year. (Compared to 2023-2024-->41% were in the red and orange) **Root Cause**: Instructional Gaps due to lack of differentiated instruction or enrichment opportunities. Limited Goal Setting & Monitoring: Students may not have been consistently engaged in setting and tracking individual MAP growth goals, reducing ownership of their learning. Lack of support systems in place to monitor progress and address underperformance.

Student Learning

Problem Statement 3: Subgroup populations (GT, SPED, 504, Economically Disadvantaged, At-Risk, African American, and ESL) are underperforming on STAAR at the Meets, and Masters levels, and current intervention structures are not yielding the intended results, indicating a need to redesign and better align interventions to student needs. **Root Cause**: Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring with guidance by the Data and Student Intervention Team.

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Problem Statement 6: At the end of the 2024-2025 school year, 39% of our Gifted and Talented students were identified in the "orange" and "red" zones for growth on Math MAP, meaning they did not hit their expected growth measure by the end of the year. (Compared to 2023-2024-->41% were in the red and orange) **Root Cause**: Instructional Gaps due to lack of differentiated instruction or enrichment opportunities. Limited Goal Setting & Monitoring: Students may not have been consistently engaged in setting and tracking individual MAP growth goals, reducing ownership of their learning. Lack of support systems in place to monitor progress and address underperformance.

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School Processes & Programs

Problem Statement 4: Growth patterns are uneven across grade levels in math, with third and fourth grades underperforming compared to K-2nd grades, raising concerns about instructional consistency and skill progression. **Root Cause**: Limited monitoring of ongoing assessments and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

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School Processes & Programs

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GP School Improvement Planning Committee

Committee Role	Name	Position
Paraprofessional Rep	Maya Hinson	Paraprofessional
At Large Rep	Alison Stone	Assistant Principal
SPED Rep	Jeanelle Climer	Teacher
Fourth Grade Rep	Michelle Haass	Teacher
Specialists Rep	Michelle Prukop	Specialist
Second Grade Rep	Holly Brown	Teacher
Parent Rep	Lara Leikam	Parent
Parent Rep	Bryce Golden	Parent
Professional At Large Rep	Amanda Simmons	Counselor
Specialist At Large Rep	Jennie Fortner	Diagnostician
Fine Arts At Large Rep	Lorie Suter	Teacher
Third Grade Rep	Michel Piscacek	Teacher
First Grade Rep	Jamee Brick	Teacher
Kinder Rep	Elizabeth Simpson	Teacher

Campus Funding Summary

199 General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	1	3			$0.00
1	3	1			$0.00
1	3	2			$0.00
1	3	3			$0.00
1	3	4			$0.00
1	3	5			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	2	1			$0.00
2	2	2			$0.00
2	2	3			$0.00
2	2	4			$0.00
2	2	5			$0.00
2	3	1			$0.00
2	3	2			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	1	4			$0.00
3	1	5			$0.00
4	1	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

255 Title II, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
2	2	2			$0.00
3	1	1			$0.00
4	1	1			$0.00
4	1	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
				Grand Total Budgeted	$0.00
				Grand Total Spent	$0.00
				+/- 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