College Station ISD

Rock Prairie Elementary School

2025-2026 Campus Improvement Plan

Accountability Rating: B

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

Mission Statement

At Rock Prairie Elementary, we ensure the learning and well-being of ALL students.

Vision

At Rock Prairie, we are more than a school—we are a family. We value safety, kindness, and connection. Our instruction is intentional and engaging, built on clear expectations and focused on helping every student grow. Every student is heard, every staff member is respected, and every family is part of the journey. Through collaboration and goal setting, we ensure that all learners are active participants in their learning and have the support they need to succeed.

Collective Commitments

- We represent our campus with pride by being welcoming, approachable, and positive with everyone we encounter.
- We keep lines of communication open with families, teammates, and administrators. We share important updates, respond in a timely manner, and handle conversations with professionalism and care.
- We build strong partnerships with families and recognize they are essential to student success.
- We protect instructional time and plan with purpose, focused on learning objectives that are represented in student work.
- We are intentional with our time together as a staff and content teams, prioritizing student learning above distractions.
- We use data to drive our decisions. We reflect on student learning through the lens of the four essential questions.
- Data informs our instruction, helps us target support, and ensures our work is focused and effective.
- We assume positive intent and lead with empathy. We choose to believe the best in all: students, staff, and families.
- We are professionals. We speak with honesty and care and work to build a culture of collaboration, trust, and respect with each other.
- We show up on time and stay present. We are dependable, focused, and fully engaged in the work of teaching and learning.
- We take time to recognize growth, effort, and success for both students and staff.
- We follow through on these commitments, uphold school expectations, and recognize the impact our actions have on our students, families, and staff.

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Learning 6
School Processes & Programs 8
Perceptions 10
Priority Problem Statements 12
Comprehensive Needs Assessment Data Documentation 13
Goals 15
Goal 1: CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences. 15
Goal 2: CSISD will elevate academic outcomes of historically underperforming student groups. 19
Goal 3: CSISD will enrich students' school experiences by strengthening relationships between students, staff, and families. 28
Goal 4: CSISD will transform the learner experience through purposeful integration of instructional technology to augment the teaching and learning process. 31
Title I Personnel 33
Campus Funding Summary 34
Policies, Procedures, and Requirements 35

Comprehensive Needs Assessment

Demographics

Demographics Summary

Rock Prairie Elementary serves 538 students in Early Education through 4th grade, with enrollment balanced across grade levels and an even gender distribution (50% female, 50% male). Our community is diverse, with 33% White, 26% Black/African American, 24% Hispanic/Latino, 10% Asian, and 7% Two or More Races, along with a small percentage of American Indian/Alaskan Native and Native Hawaiian/Pacific Islander students. More than 61% of students are economically disadvantaged, shaping much of our instructional focus and family support efforts.

Of our 77 staff members, 72.6% serve as administrative support and teachers, with the remaining 27.4% serving as educational aides—all working together to provide high-quality instruction and support. The teaching faculty is predominantly female (95%) and ethnically diverse, with 73% White, 14% Hispanic, 9% Black/African American, 1% Asian, and 3% Two or More Races represented among teachers. On average, our teachers bring 11 years of classroom experience, offering a balance of seasoned educators and those newer to the profession. Together, our staff reflects a commitment to both professional expertise and cultural diversity, aligning with the needs of our student population.

Demographics Strengths

Rock Prairie Elementary demonstrates a number of important strengths across student, staff, attendance, and academic achievement data. Student demographics show a balanced enrollment with strong numbers across all grade levels. The campus is also culturally diverse, with nearly one-fourth of students identified as Hispanic/Latino and additional representation across multiple racial and ethnic groups, creating opportunities for culturally responsive teaching and learning.

Student attendance data reflects a positive upward trend, with cumulative attendance improving from 94.5% in 2023–24 to 95.5% in 2024–25. Hispanic/Latino students have maintained steady attendance rates at 94.3%, and several reporting periods show growth from the previous year, such as an increase from 96.1% to 96.7% in Reporting Period 1. This demonstrates family engagement and a culture that demonstrates the importance of being at school to learn.

Academic performance, as measured by STAAR, further showcases campus strengths. In reading, 4th grade results show 79% Approaches, 38% Meets, and 19% Masters, with strong subgroup performance among Asian (92% Approaches, 46% Masters), White (86% Approaches, 49% Meets), and Two or More Races students (100% Approaches, 50% Meets). Third grade reading reflected similar strengths, with 72% Approaches, 41% Meets, and 17% Masters overall, and outstanding subgroup performance by Asian, White, and multi-race students.

In math, Rock Prairie demonstrates both stability and growth. Third grade math results show 64% Approaches, 38% Meets, and 15% Masters. Subgroups such as Asian (89% Approaches, 67% Meets, 56% Masters), White (74% Approaches, 50% Meets, 13% Masters), and Two or More Races (83% Approaches, 67% Meets, 33% Masters) achieved at very high levels compared to campus averages. Fourth grade math showed particularly strong gains, with Approaches increasing from 65% to 73%, Meets rising from 43% to 47%, and Masters jumping from 22% to 30%. Subgroup growth was especially evident among Asian students (85% Meets, 69% Masters), White students (80% Approaches, 57% Meets, 34% Masters), students of Two or More Races (100% Approaches, 75% Meets, 50% Masters).

Together, these strengths demonstrate that Rock Prairie is a diverse, well-staffed, and engaged campus where students are showing steady

improvements in attendance and academic performance. Subgroup results highlight that multiple groups are achieving at high levels, and year-over-year gains in fourth grade math show momentum in moving more students into higher achievement bands.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Emergent bilinguals, economically disadvantaged students, and students receiving special education services continue to score below their peers on STAAR in both math and reading.
Root Cause: Limited exposure to Tier 1 instruction and inconsistent implementation of MTSS, PLC processes, and progress monitoring tools have hindered consistent mastery of essential TEKS across grade levels and subject areas.

Problem Statement 2 (Prioritized): MAP and STAAR data indicate that African American students are less likely to meet projected growth targets compared to their peers, suggesting that intervention and progress monitoring systems are not consistently closing gaps.
Root Cause: Intervention systems are in place but are not consistently analyzed, monitored, or adjusted in response to student data.

Student Learning

Student Learning Summary

Rock Prairie is committed to providing instruction that is both intentional and engaging. Teachers and staff actively engage in planning and collaboration to ensure that every learner has the opportunity to take ownership of their learning and experience continued academic growth. Common formative assessments (CFAs) and PLC conversations guide teams in identifying essential standards and monitoring student progress. Weekly collaborative team meetings and designated Round Up intervention times are embedded in the master schedule to address specific academic needs and provide targeted support. Measures of Academic Progress (MAP) data indicate that while students demonstrate growth across grade levels, they are not yet consistently meeting their projected end-of-year growth goals in mathematics and science.

Student Learning Strengths

MAP Growth data highlights several areas of strength across grade levels at Rock Prairie. Overall, students in grades K–4 demonstrated growth at or above national norms, with many students meeting or exceeding their projected goals.

- **Mathematics**: Kindergarten (72%) and grade 1 (74%) showed strong results, with nearly three out of four students meeting their projected growth targets.
- **Reading**: Grade 4 (76%) had the highest percentage of students meeting growth projections, with a conditional growth percentile of 72, reflecting above-average growth. Grades K, 2, and 3 (67–68%) also exceeded the national norm, and all grade levels K–4 met or exceeded their projected growth.
- **Science**: In grades 2 and 4, 67–68% of students met their projected growth, with conditional growth percentiles ranging from 61–69, indicating above-average gains.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Emergent bilinguals, economically disadvantaged students, and students receiving special education services continue to score below their peers on STAAR in both math and reading.
Root Cause: Limited exposure to Tier 1 instruction and inconsistent implementation of MTSS, PLC processes, and progress monitoring tools have hindered consistent mastery of essential TEKS across grade levels and subject areas.

Problem Statement 2 (Prioritized): MAP and STAAR data indicate that African American students are less likely to meet projected growth targets compared to their peers, suggesting that intervention and progress monitoring systems are not consistently closing gaps.
Root Cause: Intervention systems are in place but are not consistently analyzed, monitored, or adjusted in response to student data.

Problem Statement 3 (Prioritized): In fourth grade, nearly one in four students are not meeting grade-level expectations, and in third grade, more than one-third of students are performing below grade level.
Root Cause: Inconsistent participation and intervention on Tier 1 instruction, essential standards, and intervention structures are not consistently sufficient for all students to master essential standards.

Problem Statement 4 (Prioritized): Teachers have expressed a need for clearer and more consistent structures to support student behavior, as inconsistent implementation of schoolwide expectations and limited use of data to monitor trends have resulted in variability across classrooms. This inconsistency leads to disruptions to instruction and decreased time on task.

Root Cause: The campus does not have a fully developed system for collecting, analyzing, and responding to behavior data, nor are expectations and responses consistently reinforced across all grade levels and classrooms.

School Processes & Programs

School Processes & Programs Summary

At Rock Prairie, we believe learning is most powerful when students feel safe, connected, and engaged in purposeful experiences. Our campus culture reflects this belief by embedding kindness, responsibility, and high expectations into every aspect of the school day. Students take ownership of their growth through goal setting, reflection, and celebrating milestones in partnership with their teachers and families.

Collaboration is a cornerstone of our work. Teachers meet weekly in professional learning communities to focus on essential standards, analyze student data, and plan responsive instruction. Round Up time provides structured opportunities to meet individual student needs through targeted intervention or enrichment. Leadership is shared through our Guiding Coalition, which monitors academic and behavioral trends to ensure that decisions remain centered on student growth. At Rock Prairie, students, staff, and families work together as one school family to support the success of every learner.

School Processes & Programs Strengths

Rock Prairie has established a strong foundation of processes and programs that reflect our commitment to student growth, staff collaboration, and family partnership.

- **Student Leadership**: A powerful Student Council provides authentic opportunities for students to lead, serve, and represent their peers.
- **Collaboration**: Weekly professional learning community (PLC) time ensures focused collaboration, with teachers using common assessments and data to guide instruction. Our culture is both data-driven and data-strong, with staff engaged in coaching conversations to refine practice.
- **Student Recognition**: Programs like *Rockin' Ranglers* celebrate student achievement, character, and contributions to the school community.
- **Technology Integration**: With a 1:1 student-to-device ratio, teachers design purposeful learning experiences that enhance engagement, provide challenge, and encourage choice.
- **Family and Community Partnerships**
  : Rock Prairie's PTO and families are active partners in creating a vibrant school culture, with well-attended events such as *Rock Prairie at the Park* and *Bingo Night*. The launch of the *Watch D.O.G.S.* program further strengthens connections between families and the school day.
- **Professional Growth**: Participation in the Ed Tech Cohort and campuswide use of coaching conversations support continuous improvement and innovation in instructional practices.
- **Character Development**: The *Character Strong* program anchors social-emotional learning and reinforces our values of kindness, responsibility, and respect across the campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Emergent bilinguals, economically disadvantaged students, and students receiving special education services continue to score below their peers on STAAR in both math and reading.
Root Cause: Limited exposure to Tier 1 instruction and inconsistent implementation of MTSS, PLC processes, and progress monitoring tools have hindered consistent mastery of essential TEKS across grade levels and subject areas.

Problem Statement 2 (Prioritized): Parent and community involvement in supporting instruction and student learning remains limited. While families and community members engage in school events and traditions, there is no consistent participation in activities that directly impact academic growth, nor is there sufficient feedback from parents and students to inform school improvement efforts.
Root Cause: Absence of established communication protocols on student achievement and growth, and inadequate channels for disseminating information to families.

Problem Statement 3 (Prioritized): MAP and STAAR data indicate that African American students are less likely to meet projected growth targets compared to their peers, suggesting that intervention and progress monitoring systems are not consistently closing gaps.
Root Cause: Intervention systems are in place but are not consistently analyzed, monitored, or adjusted in response to student data.

Problem Statement 4 (Prioritized): In fourth grade, nearly one in four students are not meeting grade-level expectations, and in third grade, more than one-third of students are performing below grade level.
Root Cause: Inconsistent participation and intervention on Tier 1 instruction, essential standards, and intervention structures are not consistently sufficient for all students to master essential standards.

Problem Statement 5 (Prioritized): Although Rock Prairie's overall attendance rate improved 95.5% in 2024-2025, chronic absenteeism persists, with a notable percentage of students attending less than 90% of the time.
Root Cause: Inconsistent family communication and follow-up when absences occur.

Problem Statement 6 (Prioritized): Teachers have expressed a need for clearer and more consistent structures to support student behavior, as inconsistent implementation of schoolwide expectations and limited use of data to monitor trends have resulted in variability across classrooms. This inconsistency leads to disruptions to instruction and decreased time on task.
Root Cause: The campus does not have a fully developed system for collecting, analyzing, and responding to behavior data, nor are expectations and responses consistently reinforced across all grade levels and classrooms.

Perceptions

Perceptions Summary

Perceptions of Rock Prairie were gathered through one-on-one meetings, parent engagement feedback, volunteer participation, and stakeholder feedback. Together, these sources provide insight into the campus's culture, climate, values, and beliefs.

Staff feedback reflects pride in relationships, traditions, and collaboration, while also identifying needs for greater clarity in scheduling, streamlined committee work, and consistent support for intervention and behavior systems. Staff retention is a recognized priority, as maintaining a stable and experienced team is critical to student success. Parent engagement data and participation in events such as Rock Prairie at the Park, Bingo Night, and the launch of the Watch D.O.G.S. program highlight a commitment to a strong family and community involvement. Communication data further shows the importance of consistent and transparent updates in building trust and connection with families.

Overall, survey and feedback data affirm Rock Prairie's commitment to safety, kindness, and connection, while also identifying opportunities for improvement in communication, consistency, and support structures.

Perceptions Strengths

Collaborative Culture: Staff value strong relationships, traditions, and a sense of belonging that define Rock Prairie's family-centered environment.

Staff Input: Staff feedback is actively sought and used to guide decisions, reinforcing a culture of trust and continuous improvement.

Family & Community Engagement: Parent participation in events such as *Rock Prairie at the Park*, *Bingo Night*, STEAM Night, and the launch of the *Watch D.O.G.S.* program reflects a commitment to engaging our families beyond the school day.
Commitment to Stability: Staff retention is prioritized, with efforts to recognize contributions, provide growth opportunities, and sustain a dedicated team.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent and community involvement in supporting instruction and student learning remains limited. While families and community members engage in school events and traditions, there is no consistent participation in activities that directly impact academic growth, nor is there sufficient feedback from parents and students to inform school improvement efforts.
Root Cause: Absence of established communication protocols on student achievement and growth, and inadequate channels for disseminating information to families.

Problem Statement 2 (Prioritized): Although Rock Prairie's overall attendance rate improved 95.5% in 2024-2025, chronic absenteeism persists, with a notable percentage of students attending less than 90% of the time.

Root Cause: Inconsistent family communication and follow-up when absences occur.

Priority Problem Statements

Problem Statement 1: Emergent bilinguals, economically disadvantaged students, and students receiving special education services continue to score below their peers on STAAR in both math and reading.

Root Cause 1: Limited exposure to Tier 1 instruction and inconsistent implementation of MTSS, PLC processes, and progress monitoring tools have hindered consistent mastery of essential TEKS across grade levels and subject areas.

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

Problem Statement 2: MAP and STAAR data indicate that African American students are less likely to meet projected growth targets compared to their peers, suggesting that intervention and progress monitoring systems are not consistently closing gaps.

Root Cause 2: Intervention systems are in place but are not consistently analyzed, monitored, or adjusted in response to student data.

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

Problem Statement 3: In fourth grade, nearly one in four students are not meeting grade-level expectations, and in third grade, more than one-third of students are performing below grade level.

Root Cause 3: Inconsistent participation and intervention on Tier 1 instruction, essential standards, and intervention structures are not consistently sufficient for all students to master essential standards.

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

Problem Statement 4: Although Rock Prairie's overall attendance rate improved 95.5% in 2024-2025, chronic absenteeism persists, with a notable percentage of students attending less than 90% of the time.

Root Cause 4: Inconsistent family communication and follow-up when absences occur.

Problem Statement 4 Areas: School Processes & Programs - Perceptions

Problem Statement 5: Teachers have expressed a need for clearer and more consistent structures to support student behavior, as inconsistent implementation of schoolwide expectations and limited use of data to monitor trends have resulted in variability across classrooms. This inconsistency leads to disruptions to instruction and decreased time on task.

Root Cause 5: The campus does not have a fully developed system for collecting, analyzing, and responding to behavior data, nor are expectations and responses consistently reinforced across all grade levels and classrooms.

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

Problem Statement 6: Parent and community involvement in supporting instruction and student learning remains limited. While families and community members engage in school events and traditions, there is no consistent participation in activities that directly impact academic growth, nor is there sufficient feedback from parents and students to inform school improvement efforts.

Root Cause 6: Absence of established communication protocols on student achievement and growth, and inadequate channels for disseminating information to families.

Problem Statement 6 Areas: School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment 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

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: April 15, 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, all grade-level teams will implement a system for assessing and tracking student mastery of essential grade-level standards.

High Priority

Evaluation Data Sources: PLC agendas, Grade Level CFA data, and grade level systems for progress monitoring, MAP/STAAR data and growth

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: In weekly collaborative meetings, grade-level teams will design, implement, and calibrate common formative assessments (CFAs) aligned to essential standards for their grade level. **Strategy's Expected Result/Impact:** Student learning will become more consistent and targeted across classrooms as teachers design and calibrate CFAs aligned to essential standards, leading to equitable expectations, data-driven instructional decisions, and collective ownership of student success. **Staff Responsible for Monitoring:** Classroom Teachers, MTSS Coach, Instructional Coaches **Title I:** 2.51, 2.52, 2.53, 2.533 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 - School Processes & Programs 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Guiding Coalition members will participate in professional development focused on Professional Learning Communities (PLCs) and will share their learning with collaborative teams to build campus-wide capacity. **Strategy's Expected Result/Impact:** Guiding Coalition members will build capacity in PLC practices to support grade-level teams in developing and implementing systems for assessing and tracking student mastery of essential standards, ensuring campus-wide consistency and improved student outcomes. **Staff Responsible for Monitoring:** Principal, AP, ICs, MTSS, Guiding Coalition **Title I:** 2.534 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 - School Processes & Programs 4 **Funding Sources:** Professional Development & Travel - 211 Title I, Part A - 6411 - $4,838				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Campus administrators will engage in professional learning opportunities within the district and beyond to strengthen instructional leadership and support improved student outcomes. **Strategy's Expected Result/Impact:** Administrators will deepen their instructional leadership capacity and apply new learning to guide teacher practice, strengthen PLC implementation, and refine Tier 1 instruction. As a result, the campus will see more consistent instructional practices, stronger alignment to essential standards, and improved student achievement outcomes. **Staff Responsible for Monitoring:** Campus Admin **Title I:** 2.534 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 3 - School Processes & Programs 2, 4 - Perceptions 1 **Funding Sources:** Professional Development and Travel - 211 Title I, Part A - 6411 - $2,500				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: The Guiding Coalition will regularly review and analyze schoolwide academic and behavior data to monitor progress, identify trends, and ensure consistent implementation of instructional and behavioral expectations across all grade levels. **Strategy's Expected Result/Impact:** The Guiding Coalition will identify strengths and areas for growth, ensuring that instructional and behavioral expectations are applied consistently across the campus. This process will lead to more targeted supports for students, equitable learning environments, and measurable improvement in both academic achievement and positive student behavior outcomes. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Guiding Coalition, Behavior Coach, Counselor **Title I:** 2.53, 2.531, 2.533 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 4 - School Processes & Programs 6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Use Title I and general funds to purchase supplemental materials and resources that enhance Tier 1 instruction in math and reading and support student mastery of essential standards. **Strategy's Expected Result/Impact:** These supplemental resources will strengthen Tier 1 instruction, increase student engagement, and lead to improved mastery of grade-level math and reading standards as measured by CFAs, MAP, and STAAR assessments. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, MTSS Coach, Grade level teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 2, 3 - School Processes & Programs 3, 4 **Funding Sources:** Supplemental Instructional Materials - 211 Title I, Part A - 6399 - $1,500				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: MAP and STAAR data indicate that African American students are less likely to meet projected growth targets compared to their peers, suggesting that intervention and progress monitoring systems are not consistently closing gaps. **Root Cause**: Intervention systems are in place but are not consistently analyzed, monitored, or adjusted in response to student data.

Student Learning

Problem Statement 2: MAP and STAAR data indicate that African American students are less likely to meet projected growth targets compared to their peers, suggesting that intervention and progress monitoring systems are not consistently closing gaps. **Root Cause**: Intervention systems are in place but are not consistently analyzed, monitored, or adjusted in response to student data.

Problem Statement 3: In fourth grade, nearly one in four students are not meeting grade-level expectations, and in third grade, more than one-third of students are performing below grade level. **Root Cause**: Inconsistent participation and intervention on Tier 1 instruction, essential standards, and intervention structures are not consistently sufficient for all students to master essential standards.

Problem Statement 4: Teachers have expressed a need for clearer and more consistent structures to support student behavior, as inconsistent implementation of schoolwide expectations and limited use of data to monitor trends have resulted in variability across classrooms. This inconsistency leads to disruptions to instruction and decreased time on task. **Root Cause**: The campus does not have a fully developed system for collecting, analyzing, and responding to behavior data, nor are expectations and responses consistently reinforced across all grade levels and classrooms.

School Processes & Programs

Problem Statement 2: Parent and community involvement in supporting instruction and student learning remains limited. While families and community members engage in school events and traditions, there is no consistent participation in activities that directly impact academic growth, nor is there sufficient feedback from parents and students to inform school improvement efforts. **Root Cause**: Absence of established communication protocols on student achievement and growth, and inadequate channels for disseminating information to families.

Problem Statement 3: MAP and STAAR data indicate that African American students are less likely to meet projected growth targets compared to their peers, suggesting that intervention and progress monitoring systems are not consistently closing gaps. **Root Cause**: Intervention systems are in place but are not consistently analyzed, monitored, or adjusted in response to student data.

Problem Statement 4: In fourth grade, nearly one in four students are not meeting grade-level expectations, and in third grade, more than one-third of students are performing below grade level. **Root Cause**: Inconsistent participation and intervention on Tier 1 instruction, essential standards, and intervention structures are not consistently sufficient for all students to master essential standards.

Problem Statement 6: Teachers have expressed a need for clearer and more consistent structures to support student behavior, as inconsistent implementation of schoolwide expectations and limited use of data to monitor trends have resulted in variability across classrooms. This inconsistency leads to disruptions to instruction and decreased time on task. **Root Cause**: The campus does not have a fully developed system for collecting, analyzing, and responding to behavior data, nor are expectations and responses consistently reinforced across all grade levels and classrooms.

Perceptions

Problem Statement 1: Parent and community involvement in supporting instruction and student learning remains limited. While families and community members engage in school events and traditions, there is no consistent participation in activities that directly impact academic growth, nor is there sufficient feedback from parents and students to inform school improvement efforts. **Root Cause**: Absence of established communication protocols on student achievement and growth, and inadequate channels for disseminating information to families.

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

Performance Objective 1: By the end of the 2025-2026 school year, Rock Prairie will increase academic outcomes for historically underperforming student groups (SPED, emergent bilingual, economically disadvantaged, and African American students) by ensuring equitable access to Tier 1 instruction, intervention, and progress monitoring, as measured by at least a 5% increase in the percentage of these students scoring Meets or above on STAAR reading and math and at least 50% meeting their projected growth targets on MAP.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will use CFA, MAP, and STAAR data in PLCs to identify learning gaps and plan differentiated instruction that embeds supports for SPED, emergent bilingual, economically disadvantaged, and African American students. **Strategy's Expected Result/Impact:** Differentiated instructional plans and targeted supports will be embedded into Tier 1 instruction, resulting in equitable access to grade-level learning. As a result, students in these groups will demonstrate increased mastery of essential standards. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, MTSS Coach, Grade level teachers **Title I:** 2.51, 2.52, 2.53, 2.533 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1, 3, 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: All grade-level teams will consistently implement and be observed using strategies from the District Learning Series in combination with the CSISD Essential Teaching and Learning Practices within Tier 1 instruction. **Strategy's Expected Result/Impact:** Instruction will become more aligned, rigorous, and student-centered across classrooms, leading to increased student engagement, equitable access to essential standards, and improved academic outcomes as measured by CFAs, MAP growth, and STAAR performance. **Staff Responsible for Monitoring:** Campus Admin, Instructional Coaches, Grade Level Teams **Title I:** 2.51, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 - School Processes & Programs 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Campus administrators will design a master schedule that protects Tier 1 instructional time and includes dedicated intervention blocks (Round Up) to ensure all students have access to Tier 1 instruction, with additional time for reteaching and extension on essential standards for identified students. **Strategy's Expected Result/Impact:** The inclusion of protected intervention blocks (Round Up) will provide structured time for reteaching and extension, ensuring that identified students receive the targeted support or enrichment needed to master essential standards. As a result, student learning gaps will narrow, and overall academic outcomes will improve, particularly for historically underperforming student groups. **Staff Responsible for Monitoring:** Campus Admin, Instructional Coaches, MTSS Coach, Grade Level Teams **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1, 3, 4				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Instructional Coaches will participate in weekly collaborative team meetings and planning meetings with each grade level, supporting teams in analyzing student data, planning instruction, developing common formative assessments, and identifying essential standards. **Strategy's Expected Result/Impact:** Teams will more effectively use data to identify essential standards, design common formative assessments, and adjust Tier 1 instruction. **Staff Responsible for Monitoring:** Instructional Coaches, MTSS Coach **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 - School Processes & Programs 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Emergent bilinguals, economically disadvantaged students, and students receiving special education services continue to score below their peers on STAAR in both math and reading. **Root Cause**: Limited exposure to Tier 1 instruction and inconsistent implementation of MTSS, PLC processes, and progress monitoring tools have hindered consistent mastery of essential TEKS across grade levels and subject areas.

Problem Statement 2: MAP and STAAR data indicate that African American students are less likely to meet projected growth targets compared to their peers, suggesting that intervention and progress monitoring systems are not consistently closing gaps. **Root Cause**: Intervention systems are in place but are not consistently analyzed, monitored, or adjusted in response to student data.

Student Learning

Problem Statement 1: Emergent bilinguals, economically disadvantaged students, and students receiving special education services continue to score below their peers on STAAR in both math and reading. **Root Cause**: Limited exposure to Tier 1 instruction and inconsistent implementation of MTSS, PLC processes, and progress monitoring tools have hindered consistent mastery of essential TEKS across grade levels and subject areas.

Problem Statement 2: MAP and STAAR data indicate that African American students are less likely to meet projected growth targets compared to their peers, suggesting that intervention and progress monitoring systems are not consistently closing gaps. **Root Cause**: Intervention systems are in place but are not consistently analyzed, monitored, or adjusted in response to student data.

Problem Statement 3: In fourth grade, nearly one in four students are not meeting grade-level expectations, and in third grade, more than one-third of students are performing below grade level. **Root Cause**: Inconsistent participation and intervention on Tier 1 instruction, essential standards, and intervention structures are not consistently sufficient for all students to master essential standards.

School Processes & Programs

Problem Statement 1: Emergent bilinguals, economically disadvantaged students, and students receiving special education services continue to score below their peers on STAAR in both math and reading. **Root Cause**: Limited exposure to Tier 1 instruction and inconsistent implementation of MTSS, PLC processes, and progress monitoring tools have hindered consistent mastery of essential TEKS across grade levels and subject areas.

Problem Statement 3: MAP and STAAR data indicate that African American students are less likely to meet projected growth targets compared to their peers, suggesting that intervention and progress monitoring systems are not consistently closing gaps. **Root Cause**: Intervention systems are in place but are not consistently analyzed, monitored, or adjusted in response to student data.

Problem Statement 4: In fourth grade, nearly one in four students are not meeting grade-level expectations, and in third grade, more than one-third of students are performing below grade level. **Root Cause**: Inconsistent participation and intervention on Tier 1 instruction, essential standards, and intervention structures are not consistently sufficient for all students to master essential standards.

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

Performance Objective 2: By the end of the 2025-2026 school year, Rock Prairie will demonstrate consistent growth across all historically underperforming student groups in reading and math, as measured by MAP projected growth targets, through strengthened progress monitoring systems and responsive interventions.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Identify students who are struggling to mastery of the reading and math essential standards for their grade level and provide targeted support through academic tutors and instructional assistants to address learning gaps. **Strategy's Expected Result/Impact:** Students who do not show mastery of the essential stadands in reading and math will receive timely, targeted intervention through tutoring and instructional assistant support. **Staff Responsible for Monitoring:** Grade level teachers, Instructional Coaches, MTSS Coach, and Instructional Assistants **Title I:** 2.51, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1, 3, 4 **Funding Sources:** Grade Level Instructional Assistants - 211 Title I, Part A - 6125 - $61,064, Academic Tutors - 211 Title I, Part A - 6128 - $12,500, Substitutes for itle I-funded paraprofessionals - 211 Title I, Part A - 6112 - $4,859				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Grade-level teams and campus leadership will monitor student progress by analyzing MAP assessment data and STAAR practice results to project STAAR performance, identify students at risk of not meeting grade-level expectations, and adjust instruction and interventions accordingly. **Strategy's Expected Result/Impact:** Regular analysis of MAP and STAAR practice data will allow teachers and campus leaders to project student performance with greater accuracy and intervene early for students at risk of not meeting grade-level standards. This proactive approach will ensure timely instructional adjustments, targeted reteach, and intervention opportunities, particularly for historically underperforming student groups. **Staff Responsible for Monitoring:** Grade level teams, Instructional Coaches, MTSS Coach **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1, 3, 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: In June and July 2026, campus administration, the guiding coalition, and grade-level teams will collaborate to review campus-wide data and develop next-step strategies aligned to the identified needs. **Strategy's Expected Result/Impact:** The campus will enter with clear, data-driven priorities and action plans that directly address identified areas of need. Grade-level teams will have targeted strategies in place to strengthen Tier 1 instruction, intervention, and extension. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Guiding Coalition, Grade Level Teams **Title I:** 2.53 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1, 3, 4 **Funding Sources:** Extra Duty Pay (Teachers) - 211 Title I, Part A - 6118 - $1,725				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Emergent bilinguals, economically disadvantaged students, and students receiving special education services continue to score below their peers on STAAR in both math and reading. **Root Cause**: Limited exposure to Tier 1 instruction and inconsistent implementation of MTSS, PLC processes, and progress monitoring tools have hindered consistent mastery of essential TEKS across grade levels and subject areas.

Problem Statement 2: MAP and STAAR data indicate that African American students are less likely to meet projected growth targets compared to their peers, suggesting that intervention and progress monitoring systems are not consistently closing gaps. **Root Cause**: Intervention systems are in place but are not consistently analyzed, monitored, or adjusted in response to student data.

Student Learning

Problem Statement 1: Emergent bilinguals, economically disadvantaged students, and students receiving special education services continue to score below their peers on STAAR in both math and reading. **Root Cause**: Limited exposure to Tier 1 instruction and inconsistent implementation of MTSS, PLC processes, and progress monitoring tools have hindered consistent mastery of essential TEKS across grade levels and subject areas.

Problem Statement 2: MAP and STAAR data indicate that African American students are less likely to meet projected growth targets compared to their peers, suggesting that intervention and progress monitoring systems are not consistently closing gaps. **Root Cause**: Intervention systems are in place but are not consistently analyzed, monitored, or adjusted in response to student data.

Problem Statement 3: In fourth grade, nearly one in four students are not meeting grade-level expectations, and in third grade, more than one-third of students are performing below grade level. **Root Cause**: Inconsistent participation and intervention on Tier 1 instruction, essential standards, and intervention structures are not consistently sufficient for all students to master essential standards.

School Processes & Programs

Problem Statement 1: Emergent bilinguals, economically disadvantaged students, and students receiving special education services continue to score below their peers on STAAR in both math and reading. **Root Cause**: Limited exposure to Tier 1 instruction and inconsistent implementation of MTSS, PLC processes, and progress monitoring tools have hindered consistent mastery of essential TEKS across grade levels and subject areas.

Problem Statement 3: MAP and STAAR data indicate that African American students are less likely to meet projected growth targets compared to their peers, suggesting that intervention and progress monitoring systems are not consistently closing gaps. **Root Cause**: Intervention systems are in place but are not consistently analyzed, monitored, or adjusted in response to student data.

Problem Statement 4: In fourth grade, nearly one in four students are not meeting grade-level expectations, and in third grade, more than one-third of students are performing below grade level. **Root Cause**: Inconsistent participation and intervention on Tier 1 instruction, essential standards, and intervention structures are not consistently sufficient for all students to master essential standards.

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

Performance Objective 3: By the end of the 2025-2026 school year, Rock Prairie will increase instructional time by reducing discipline referrals, through consistent implementation of schoolwide behavior expectations and use of a campus-wide system for collecting and analyzing behavior data.

High Priority

Evaluation Data Sources: Campus referral data, campus classroom incident data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement a consistent schoolwide behavior framework by training all staff on the Rock Prairie Behavior Matrix, conducting regular fidelity checks, and using campus-wide behavior data to identify trends and provide targeted supports for students and classrooms. **Strategy's Expected Result/Impact:** Consistent use of the behavior matrix and data-driven decision-making will reduce variability in behavior management across classrooms, leading to fewer discipline referrals, more equitable responses, and increased instructional time for all students. **Staff Responsible for Monitoring:** Campus Admin, Behavior Coach, Campus Behavior Team, Classroom Teachers **Title I:** 2.53, 2.533 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 4 - School Processes & Programs 6 **Funding Sources:** Behavior Coach - 211 Title I, Part A - 6125 - $77,670				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 4: Teachers have expressed a need for clearer and more consistent structures to support student behavior, as inconsistent implementation of schoolwide expectations and limited use of data to monitor trends have resulted in variability across classrooms. This inconsistency leads to disruptions to instruction and decreased time on task. **Root Cause**: The campus does not have a fully developed system for collecting, analyzing, and responding to behavior data, nor are expectations and responses consistently reinforced across all grade levels and classrooms.

School Processes & Programs

Problem Statement 6: Teachers have expressed a need for clearer and more consistent structures to support student behavior, as inconsistent implementation of schoolwide expectations and limited use of data to monitor trends have resulted in variability across classrooms. This inconsistency leads to disruptions to instruction and decreased time on task. **Root Cause**: The campus does not have a fully developed system for collecting, analyzing, and responding to behavior data, nor are expectations and responses consistently reinforced across all grade levels and classrooms.

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

Performance Objective 1: By the end of the 2025-2026 school year, Rock Prairie will establish consistent parent and community participation in academic-focused events (such as literacy/math nights, student data conferences, and curriculum showcases) and will implement feedback opportunities for families to strengthen communication and collaboration around student learning.

Evaluation Data Sources: Event sign-in sheets/attendance logs, Parent surveys, family communication records (newsletters, flyers, social media)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Develop and implement a campus family engagement plan that includes hosting academic-focused events (literacy/math nights, curriculum showcases, student data conferences) for the 25-26 school year and implement feedback opportunities for families to strengthen communication and collaboration around student learning. **Strategy's Expected Result/Impact:** Consistent participation in academic-focused events and the addition of feedback channels will improve communication, build stronger school-family partnerships, and promote shared responsibility for student achievement. **Staff Responsible for Monitoring:** Principals, Assistant Principals, Guiding Coalition **Title I:** 2.51 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2 - Perceptions 1 **Funding Sources:** Parent and Family Engagement - 211 Title I, Part A - 6499 - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Rock Prairie will initiate the Watch D.O.G.S. (Dads of Great Students) program to actively engage fathers, father-figures, and community members in the academic life of the campus. The program will launch with an orientation event to recruit participants, followed by structured opportunities for Watch D.O.G.S. to volunteer during the school day, assist with literacy/math activities, and support academic-focused family events. **Strategy's Expected Result/Impact:** Feedback data will demonstrate higher levels of family satisfaction with opportunities for involvement and communication around student learning. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **Problem Statements:** School Processes & Programs 2 - Perceptions 1 **Funding Sources:** Light Snacks for PFE Events - 211 Title I, Part A - 6499 - $500				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Parent and community involvement in supporting instruction and student learning remains limited. While families and community members engage in school events and traditions, there is no consistent participation in activities that directly impact academic growth, nor is there sufficient feedback from parents and students to inform school improvement efforts. **Root Cause**: Absence of established communication protocols on student achievement and growth, and inadequate channels for disseminating information to families.
Perceptions
Problem Statement 1: Parent and community involvement in supporting instruction and student learning remains limited. While families and community members engage in school events and traditions, there is no consistent participation in activities that directly impact academic growth, nor is there sufficient feedback from parents and students to inform school improvement efforts. **Root Cause**: Absence of established communication protocols on student achievement and growth, and inadequate channels for disseminating information to families.

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

Performance Objective 2: By the end of the 2025-2026 school year, Rock Prairie will reduce chronic absenteeism and increase our average daily attendance to 96.2% through consistent family communication related to attendance, proactive interventions for students at risk of poor attendance, and expanded family engagement opportunities to strengthen student connections to school.

Evaluation Data Sources: RaaWee attendance data, communication data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Early identification of students at risk of chronic absenteeism,, utilizing RaaWee data and targeted communication with families, including phone calls, letters, and parent conferences. **Strategy's Expected Result/Impact:** Early identification and targeted communication will allow staff to proactively address attendance concerns before they become chronic. Families will be more aware of attendance expectations and supported in removing barriers to consistent attendance. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Attendance Clerk/Registrar, Counselor, Classroom Teachers **Title I:** 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 5 - Perceptions 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 5: Although Rock Prairie's overall attendance rate improved 95.5% in 2024-2025, chronic absenteeism persists, with a notable percentage of students attending less than 90% of the time. **Root Cause**: Inconsistent family communication and follow-up when absences occur.
Perceptions
Problem Statement 2: Although Rock Prairie's overall attendance rate improved 95.5% in 2024-2025, chronic absenteeism persists, with a notable percentage of students attending less than 90% of the time. **Root Cause**: Inconsistent family communication and follow-up when absences occur.

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 the end of the 2025-2026 school year, 100% of grade-level teams will incorporate instructional technology tools into Tier 1 instruction to support mastery of essential TEKS identified in collaborative team meetings and CFA data, with evidence of integration observed during classroom walkthroughs and PLC planning.

Evaluation Data Sources: Edmentum, Study Island data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will use PLC time and CFA data to intentionally plan technology-enhanced lessons aligned to essential TEKS, and campus administrators will monitor implementation through walkthroughs, lesson plans, and PLC artifacts. **Strategy's Expected Result/Impact:** Students will engage in more interactive, differentiated learning experiences, and grade-level teams will demonstrate alignment between technology use, CFA data, and instructional planning. **Staff Responsible for Monitoring:** Grade Level Teams, Instructional Coaches, Digital Learning Ambassador **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1, 3, 4 **Funding Sources:** Software Subscriptions - 211 Title I, Part A - 6269 - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Build instructional capacity within our teachers surrounding purposeful usage of digital platforms **Strategy's Expected Result/Impact:** Increased use of technology in the classroom **Staff Responsible for Monitoring:** Campus Admin, Campus Digital Learning Ambassador **Title I:** 2.51 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1, 3, 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Emergent bilinguals, economically disadvantaged students, and students receiving special education services continue to score below their peers on STAAR in both math and reading. **Root Cause**: Limited exposure to Tier 1 instruction and inconsistent implementation of MTSS, PLC processes, and progress monitoring tools have hindered consistent mastery of essential TEKS across grade levels and subject areas.
Problem Statement 2: MAP and STAAR data indicate that African American students are less likely to meet projected growth targets compared to their peers, suggesting that intervention and progress monitoring systems are not consistently closing gaps. **Root Cause**: Intervention systems are in place but are not consistently analyzed, monitored, or adjusted in response to student data.
Student Learning
Problem Statement 1: Emergent bilinguals, economically disadvantaged students, and students receiving special education services continue to score below their peers on STAAR in both math and reading. **Root Cause**: Limited exposure to Tier 1 instruction and inconsistent implementation of MTSS, PLC processes, and progress monitoring tools have hindered consistent mastery of essential TEKS across grade levels and subject areas.
Problem Statement 2: MAP and STAAR data indicate that African American students are less likely to meet projected growth targets compared to their peers, suggesting that intervention and progress monitoring systems are not consistently closing gaps. **Root Cause**: Intervention systems are in place but are not consistently analyzed, monitored, or adjusted in response to student data.
Problem Statement 3: In fourth grade, nearly one in four students are not meeting grade-level expectations, and in third grade, more than one-third of students are performing below grade level. **Root Cause**: Inconsistent participation and intervention on Tier 1 instruction, essential standards, and intervention structures are not consistently sufficient for all students to master essential standards.
School Processes & Programs
Problem Statement 1: Emergent bilinguals, economically disadvantaged students, and students receiving special education services continue to score below their peers on STAAR in both math and reading. **Root Cause**: Limited exposure to Tier 1 instruction and inconsistent implementation of MTSS, PLC processes, and progress monitoring tools have hindered consistent mastery of essential TEKS across grade levels and subject areas.
Problem Statement 3: MAP and STAAR data indicate that African American students are less likely to meet projected growth targets compared to their peers, suggesting that intervention and progress monitoring systems are not consistently closing gaps. **Root Cause**: Intervention systems are in place but are not consistently analyzed, monitored, or adjusted in response to student data.
Problem Statement 4: In fourth grade, nearly one in four students are not meeting grade-level expectations, and in third grade, more than one-third of students are performing below grade level. **Root Cause**: Inconsistent participation and intervention on Tier 1 instruction, essential standards, and intervention structures are not consistently sufficient for all students to master essential standards.

Title I Personnel

Name	Position	Program	FTE
Behavior Coach	Behavior Coach	Social Emotional Learning	1
Eunice Olvera	Grade Level Instructional Assistant	Classroom Instruction	1
Leslie Meza	Grade Level Instructional Assistant	Classroom Instruction	1
Zoe Mendoza	Grade Level Instructional Assistant	Classroom Instruction	1

Campus Funding Summary

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Professional Development & Travel	6411	$4,838.00
1	1	3	Professional Development and Travel	6411	$2,500.00
1	1	5	Supplemental Instructional Materials	6399	$1,500.00
2	2	1	Substitutes for itle I-funded paraprofessionals	6112	$4,859.00
2	2	1	Academic Tutors	6128	$12,500.00
2	2	1	Grade Level Instructional Assistants	6125	$61,064.00
2	2	3	Extra Duty Pay (Teachers)	6118	$1,725.00
2	3	1	Behavior Coach	6125	$77,670.00
3	1	1	Parent and Family Engagement	6499	$500.00
3	1	2	Light Snacks for PFE Events	6499	$500.00
4	1	1	Software Subscriptions	6269	$1,000.00
				Sub-Total	$168,656.00
				Budgeted Fund Source Amount	$168,656.00
				+/- Difference	$0.00
				Grand Total Budgeted	$168,656.00
				Grand Total Spent	$168,656.00
				+/- 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