College Station ISD

Forest Ridge Elementary School

2025-2026 Campus Improvement Plan

Accountability Rating: A

Distinction Designation
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

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

Mission Statement

All Falcons Learn at High Levels

Vision

Our preferred future is to become the premiere elementary school in the nation.

Value Statement

Climate:

We commit to creating a safe environment by embracing vulnerability and supporting, uplifting, and appreciating strengths in ourselves and others.

Extra Time and Support:

We commit to supporting all of our learners' diverse needs with dedicated support, extensions, and interventions.

Leadership:

We commit to practicing the qualities of good leadership by engaging in continuous learning and improvement.

Instruction:

We commit to facilitating learning at a high level for all students through research based instructional and SEL practices.

Culture:

We commit to building and sustaining an inclusive and respectful culture by following the established norms and routines.

Assessment:

We commit to using common assessment data to purposefully and frequently inform our practice and address student needs.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Forest Ridge Elementary is committed to fostering a safe, inclusive, and nurturing environment where students of all backgrounds, interests, and aspirations are empowered to reach their fullest potential. We are guided by a team of dedicated and passionate educators who focus on developing student strengths and are committed to preparing every learner for future success. Through innovative teaching, engaging learning experiences, and a strong sense of community, we strive to live our mission every day: All Falcons Learn at High Levels.

Our Campus Improvement Team, made up of staff and community members, is deeply committed to identifying areas of opportunity and need by reviewing key indicators such as demographics, student learning, school processes and programs, and stakeholder perceptions. This team carefully analyzed multiple data points and feedback sources to identify our campus priorities and guide our continued growth for the 2025–2026 school year.

Demographics

Demographics Summary

Forest Ridge is one of ten elementary schools in College Station ISD. Forest Ridge currently serves approximately 487 students in Early Childhood through 4th grade with diverse backgrounds and needs. Our student population summary includes: African American at 9.90%, Hispanic at 18%, Caucasian at 53.7%, Asian at 14.4% and American Indian at 0.40%. Our demographics are further disaggregated by Economically Disadvantaged at 24.10%, LEP/EB at 20%, Gifted and Talented at 11.67% and Special Education at 16.07%. The diversity represented at Forest Ridge provides a necessity for practical, research-based, community building resources for working with culturally and linguistically diverse children to bring about equity and inclusion of all students.

Demographics Strengths

- 100% of GT and EB students were able to maintain achievement or showed growth on STAAR Math from 3rd to 4th grade.
- 83% of African American and Hispanic students showed growth on their Math STAAR test and 94% of this population were able to maintain or grow on the RLA STAAR test.
- EB students showed growth in ECR writing, with 45% of students increasing their overall score.
- There was 100% passing rate for all students who took STAAR Alt, with 100% of students achieving Level II: Satisfactory in Math and Reading.
- All demographic groups were above the 50th percentile for both achievement and growth on the NWEA MAP assessment for Mathematics in the 2024 - 2025 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): According to the NWEA Math MAP Assessment, our African American and Hispanic student groups experienced a decline in growth percentiles during the 2024-2025 school year.
Root Cause: A continued need for clarity and support in using individual student data to design responsive instruction that meets the needs of all learners, from those requiring intervention to those ready for extension.

Problem Statement 2 (Prioritized): Although our Hispanic and African American subgroups met our campus goals in reading growth, ongoing development of academic language remains important to ensure continued progress toward on-grade level reading proficiency.
Root Cause: Gaps in academic vocabulary are a key barrier to students' reading growth and overall comprehension.

Problem Statement 3 (Prioritized): The average score for the Extended Constructed Response on the 3rd grade STAAR assessment decreased from 5.1 to 3.4.
Root Cause: To support stronger writing performance by 3rd grade, earlier grade levels need increased focus on explicit writing instruction, including structure, clarity, and the use of text evidence. Additionally, ongoing collaboration among SPED, ESL, and general education teachers is essential to ensure aligned support that fosters growth for all student populations.

Problem Statement 4 (Prioritized): Our students, supported by effective instruction, regularly achieve at or above grade-level standards. Extending this success requires a stronger emphasis on extension opportunities that promote advanced application and deeper thinking.
Root Cause: Teachers have effectively prioritized proficiency, and this creates the momentum to now focus more intentionally on critical question 4 as a pathway to elevate student growth.

Student Learning

Student Learning Summary

Forest Ridge is committed to ensuring that all students learn at high levels through research-based best practices and meaningful learning experiences that empower learners to reach their fullest potential. Our campus continues to exceed both district and national mean RIT scores across all grade levels and content areas on the NWEA MAP Assessment. In mathematics and reading, all grade levels exceeded projected growth for the school year. In grades 2-4, all grade levels exceeded projected growth in science. Moving forward, we remain focused on closing achievement gaps among underperforming student groups by providing targeted, tiered levels of support. We are equally committed to continuing the growth of our high-achieving students by providing purposeful extensions that deepen and extend their learning.

Our 2024 - 2025 STAAR achievement data indicates continued mastery and meeting of grade level expectations in both reading and mathematics. The 3rd grade had an overall passing rate of 94.5% in reading and 94% in mathematics. 4th grade had an overall passing rate of 94% in reading and 94% in mathematics. With this data there was an increase in overall passing rates from the previous testing year as well as an increase in mastery level achievement. Reflecting this strong performance, Forest Ridge earned 5 distinction designations through TEA's school rating evaluation system for the 2024–2025 school year.

Student Learning Strengths

- Forest Ridge exceeded the district and national mean RIT scores across all grade levels and content areas for MAP Growth in the 2024-2025 school year.
- Projected growth was exceeded by all grade levels in mathematics, reading, and science on the NWEA MAP Growth Assessment during the 2024 - 2025 school year.
- The overall campus passing percentage for the RLA STAAR assessment increased from the previous testing year from 90% to 94.5%.
- The overall campus passing percentage for the Math STAAR assessment increased from the previous testing year from 88% to 94%.
- There was an increase in students achieving masters on the STAAR mathematics and reading assessments in the 2024 - 2025 school year.
- Our 4th grade students increased their ECR average score from 5.04 in 3rd grade to 5.75 in 4th grade.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to the NWEA Math MAP Assessment, our African American and Hispanic student groups experienced a decline in growth percentiles during the 2024-2025 school year.
Root Cause: A continued need for clarity and support in using individual student data to design responsive instruction that meets the needs of all learners, from those requiring intervention to those ready for extension.

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Problem Statement 4 (Prioritized): 50% of reported behavior incidents involved a verbal/physical response to a situational emotional reaction.

Root Cause: Students lack the ability to be aware of their thoughts and emotions and how to manage them in a productive manner during challenging situations.

Problem Statement 5 (Prioritized): Although our Hispanic and African American subgroups met our campus goals in reading growth, ongoing development of academic language remains important to ensure continued progress toward on-grade level reading proficiency.
Root Cause: Gaps in academic vocabulary are a key barrier to students' reading growth and overall comprehension.

Problem Statement 6 (Prioritized): Sustained learning and targeted training will be critical in year two as we continue building high-performing collaborative teams through the PLC and RTI processes.
Root Cause: Full implementation of high-performing collaborative teams through PLC and RTI processes typically requires a 3-5 year development timeline, supported by ongoing data-driven training and consistent structures to build collective efficacy.

Problem Statement 7 (Prioritized): To strengthen alignment between campus experiences and instructional goals, we need to continue to build on our previous year's work and refine feedback practices to emphasize their impact on student learning from the perspective of all stakeholders.
Root Cause: Prior to last year, feedback survey questions yielded limited data on stakeholders' perceptions of how campus-wide activities, experiences, and events impacted student learning outcomes.

School Processes & Programs

School Processes & Programs Summary

Teachers and staff plan, create, and implement relevant instruction through collaborative processes based on essential standards, the 4 critical questions of the PLC process, student achievement data, district and campus resources, and technology. Teachers and staff execute unique opportunities for learning during our campus-wide SOAR and flex times which provides research-based interventions and extensions for student success. We also emphasize the importance of student leadership and service minded actions through our Forest Ridge FLIP Leadership Program.

We have also built expectations through positive behavior interventions and supports (PBIS), focused on Social Emotional Learning (SEL) through Behavior Solutions, Character Strong, Conscious Discipline, Champs, Boys Town – Girls Town Social Skills, Trauma Informed Practices, Restorative Practices, and use MTSS to offer academic and behavioral support. We also reinforce our campus-wide shared language and practices centered on "power skills" that focus on key traits such as grit, perseverance, creativity, flexibility, teamwork, and problem solving and the Falcon 4 essential behavior standards that focus on respect, best effort, focus, and self-control within the school community and beyond.

Special programs on our campus include Life Skills, Early Childhood Special Education, Head Start, Pre-K, ESL, and Gifted and Talented.

School Processes & Programs Strengths

- Development and implementation of the Falcon 4 Essential Behaviors (Respect, Best Effort, Focus, and Self Control).
- Implementation of Behavior Academies to support students in learning and practicing targeted life skills, setting behavioral goals, and identifying clear success criteria for growth.
- Implementation of collaborative team structures across all grade levels to increase efficiency and effectiveness in PLC processes.
- Consistent communication through classroom, schoolwide, and staff newsletters to keep all stakeholders informed and engaged in school processes and programs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Sustained learning and targeted training will be critical in year two as we continue building high-performing collaborative teams through the PLC and RTI processes.
Root Cause: Full implementation of high-performing collaborative teams through PLC and RTI processes typically requires a 3-5 year development timeline, supported by ongoing data-driven training and consistent structures to build collective efficacy.

Problem Statement 2 (Prioritized): 50% of reported behavior incidents involved a verbal/physical response to a situational emotional reaction.
Root Cause: Students lack the ability to be aware of their thoughts and emotions and how to manage them in a productive manner during challenging situations.

Perceptions

Perceptions Summary

Forest Ridge maintains a welcoming, positive, and safe environment where staff members are highly invested in our families and students. We live our mission daily, that All Falcons Learn at High Levels. Forest Ridge recruits strong staff members who are mostly proficient or higher on T-TESS evaluations. Teacher retention is high on our campus with only four new classroom teachers added to our roster for the 2025 - 2026 school year. All staff members engage in professional goals and learning through collaborative teams. These opportunities build leadership capacity and allow staff to gather information and problem solve together to meet student needs.

Forest Ridge has overall strong parental support and elicits frequent feedback to best serve our diverse community of learners. This year we will continue to foster relationships through the use of social media platforms, school-wide communications, and onsite events. We will continue to partner with parents, community leaders, and organizations to build a network of support.

Perceptions Strengths

- Strong parental support and high attendance rates in school sponsored events and activities are 80% and higher.
- Consistent communication with our school families through classroom newsletters, staff newsletters, school-wide newsletters, and social media are used to showcase student learning and to keep families informed.
- Students, past and present, feel a strong sense of connection to the campus community. “Once a Falcon, Always a Falcon.”

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): To strengthen alignment between campus experiences and instructional goals, we need to continue to build on our previous year's work and refine feedback practices to emphasize their impact on student learning from the perspective of all stakeholders.
Root Cause: Prior to last year, feedback survey questions yielded limited data on stakeholders' perceptions of how campus-wide activities, experiences, and events impacted student learning outcomes.

Priority Problem Statements

Problem Statement 1: Sustained learning and targeted training will be critical in year two as we continue building high-performing collaborative teams through the PLC and RTI processes.

Root Cause 1: Full implementation of high-performing collaborative teams through PLC and RTI processes typically requires a 3-5 year development timeline, supported by ongoing data-driven training and consistent structures to build collective efficacy.

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

Problem Statement 2: The average score for the Extended Constructed Response on the 3rd grade STAAR assessment decreased from 5.1 to 3.4.

Root Cause 2: To support stronger writing performance by 3rd grade, earlier grade levels need increased focus on explicit writing instruction, including structure, clarity, and the use of text evidence. Additionally, ongoing collaboration among SPED, ESL, and general education teachers is essential to ensure aligned support that fosters growth for all student populations.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: Our students, supported by effective instruction, regularly achieve at or above grade-level standards. Extending this success requires a stronger emphasis on extension opportunities that promote advanced application and deeper thinking.

Root Cause 3: Teachers have effectively prioritized proficiency, and this creates the momentum to now focus more intentionally on critical question 4 as a pathway to elevate student growth.

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: According to the NWEA Math MAP Assessment, our African American and Hispanic student groups experienced a decline in growth percentiles during the 2024-2025 school year.

Root Cause 4: A continued need for clarity and support in using individual student data to design responsive instruction that meets the needs of all learners, from those requiring intervention to those ready for extension.

Problem Statement 4 Areas: Demographics - Student Learning

Problem Statement 5: Although our Hispanic and African American subgroups met our campus goals in reading growth, ongoing development of academic language remains important to ensure continued progress toward on-grade level reading proficiency.

Root Cause 5: Gaps in academic vocabulary are a key barrier to students' reading growth and overall comprehension.

Problem Statement 5 Areas: Demographics - Student Learning

Problem Statement 6: 50% of reported behavior incidents involved a verbal/physical response to a situational emotional reaction.

Root Cause 6: Students lack the ability to be aware of their thoughts and emotions and how to manage them in a productive manner during challenging situations.

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

Problem Statement 7: To strengthen alignment between campus experiences and instructional goals, we need to continue to build on our previous year's work and refine feedback practices to emphasize their impact on student learning from the perspective of all stakeholders.

Root Cause 7: Prior to last year, feedback survey questions yielded limited data on stakeholders' perceptions of how campus-wide activities, experiences, and events impacted student learning outcomes.

Problem Statement 7 Areas: Student Learning - 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Other additional data

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, 100% of professional staff will engage in ongoing professional development, weekly collaborative planning, essential standard identification, and data analysis to deepen their understanding and implementation of Professional Learning Community (PLC) practices. Our continued focus is on developing interdependent teams that function at high levels of effectiveness, ensuring sustained instructional improvement and high levels of student learning and achievement.

High Priority

Evaluation Data Sources: Campus Professional Development Sessions (Documented in Professional Learning System)
Walk Through Data
Collaborative Meeting Agenda and Notes
Student Achievement Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Campus administrators, instructional coaches, teacher and Guiding Coalition members will continue engaging in ongoing professional learning on Professional Learning Communities through Solution Tree, including RTI at Work training, 15 Day Challenge, and Beyond Labels training to build shared knowledge, strengthen campus-wide practices, and support improved student outcomes. **Strategy's Expected Result/Impact:** By building deeper professional understanding, this learning directly supports our goal of improving student learning outcomes across all grade levels. **Staff Responsible for Monitoring:** Campus Administration, Instructional Coaches, Guiding Coalition Members, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 6 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Enhance all staff members' PLC knowledge through ongoing, job-embedded professional learning that includes targeted training for collaborative teams, coaching support, and dedicated time for reflection and feedback. The focus will be on applying the PLC framework to strengthen instructional planning, assessment practices, and data-informed decision-making across all grade levels and content areas. **Strategy's Expected Result/Impact:** 100% of staff will actively engage in collaborative team planning and participate in ongoing professional learning focused on the PLC framework and its application to instructional practices and student learning. **Staff Responsible for Monitoring:** Campus Administration, Instructional Coaches, Guiding Coalition Members, Collaborative Teacher Teams **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 6 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers will receive tiered coaching support through personalized conversations and cycles that promote goal setting, professional growth, and data-driven instructional adjustments to enhance student outcomes. **Strategy's Expected Result/Impact:** 100% of teaching staff will receive coaching support through collaborative meetings, small groups, and/or individual coaching cycles. **Staff Responsible for Monitoring:** Instructional coaches **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 6 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 6: Sustained learning and targeted training will be critical in year two as we continue building high-performing collaborative teams through the PLC and RTI processes. **Root Cause**: Full implementation of high-performing collaborative teams through PLC and RTI processes typically requires a 3-5 year development timeline, supported by ongoing data-driven training and consistent structures to build collective efficacy.

School Processes & Programs

Problem Statement 1: Sustained learning and targeted training will be critical in year two as we continue building high-performing collaborative teams through the PLC and RTI processes. **Root Cause**: Full implementation of high-performing collaborative teams through PLC and RTI processes typically requires a 3-5 year development timeline, supported by ongoing data-driven training and consistent structures to build collective efficacy.

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

Performance Objective 2: By the end of the 2025-2026 school year, collaborative teacher teams will implement a consistent system for student goal setting and progress tracking, using data and culturally relevant practices to guide personalized learning.

High Priority

Evaluation Data Sources: Assessment Data (MAP Data, CFA Data, District Benchmark Data)
Data Binder
Progress Monitoring Templates
Student goal setting examples

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Leverage data from multiple assessments to support student goal setting and track progress toward academic success (MAP, state, district, and campus assessments). **Strategy's Expected Result/Impact:** Students will be supported by teachers in analyzing their own data and explaining their results to foster student ownership of learning. **Staff Responsible for Monitoring:** Teachers, Instructional Coaches **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 3, 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Strengthen classroom goal-setting practices by integrating them into collaborative teacher teams and aligning processes across grade levels for consistency. **Strategy's Expected Result/Impact:** Alignment in goal-setting practices to promote student growth and strengthening student autonomy across the campus. **Staff Responsible for Monitoring:** Collaborative Teacher Teams.				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: According to the NWEA Math MAP Assessment, our African American and Hispanic student groups experienced a decline in growth percentiles during the 2024-2025 school year. **Root Cause**: A continued need for clarity and support in using individual student data to design responsive instruction that meets the needs of all learners, from those requiring intervention to those ready for extension.

Problem Statement 2: Although our Hispanic and African American subgroups met our campus goals in reading growth, ongoing development of academic language remains important to ensure continued progress toward on-grade level reading proficiency. **Root Cause**: Gaps in academic vocabulary are a key barrier to students' reading growth and overall comprehension.

Problem Statement 3: The average score for the Extended Constructed Response on the 3rd grade STAAR assessment decreased from 5.1 to 3.4. **Root Cause**: To support stronger writing performance by 3rd grade, earlier grade levels need increased focus on explicit writing instruction, including structure, clarity, and the use of text evidence. Additionally, ongoing collaboration among SPED, ESL, and general education teachers is essential to ensure aligned support that fosters growth for all student populations.

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Problem Statement 5: Although our Hispanic and African American subgroups met our campus goals in reading growth, ongoing development of academic language remains important to ensure continued progress toward on-grade level reading proficiency. **Root Cause**: Gaps in academic vocabulary are a key barrier to students' reading growth and overall comprehension.

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

Performance Objective 3: Collaborative teams will extend student learning experiences by designing and implementing extension opportunities aligned to essential standards, ensuring that students who demonstrate mastery are challenged to apply their knowledge at higher levels of rigor.

High Priority

Evaluation Data Sources: Targeted extensions in unit planning
Differentiated tasks in lesson plans
Assessment Data
Student Work Samples

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Collaborative teams will intentionally design and implement extension opportunities during the fall and spring semesters that engage students in deeper levels of thinking, meaningful application, and authentic real-world connections, all aligned to essential standards of learning. **Strategy's Expected Result/Impact:** An increase in student engagement, achievement, and growth for students who demonstrate mastery of essential standards. **Staff Responsible for Monitoring:** Campus Administration, Guiding Coalition Members, Teachers **Problem Statements:** Demographics 4 - Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers and staff will engage in professional learning and receive ongoing support to build their capacity in designing and implementing systematic extension opportunities, ensuring that all students are consistently challenged through deeper levels of thinking, application, and authentic real-world learning. **Strategy's Expected Result/Impact:** Unit plans will consistently reflect intentional differentiation, leading to increased student engagement, stronger evidence of mastery across diverse learners, and higher levels of achievement as students access support, practice, and extension at the level they need. **Staff Responsible for Monitoring:** Campus Administration, Instructional Coaches, GT Specialist, Teachers **Problem Statements:** Demographics 4 - Student Learning 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 4: Our students, supported by effective instruction, regularly achieve at or above grade-level standards. Extending this success requires a stronger emphasis on extension opportunities that promote advanced application and deeper thinking. **Root Cause**: Teachers have effectively prioritized proficiency, and this creates the momentum to now focus more intentionally on critical question 4 as a pathway to elevate student growth.

Student Learning

Problem Statement 2: Our students, supported by effective instruction, regularly achieve at or above grade-level standards. Extending this success requires a stronger emphasis on extension opportunities that promote advanced application and deeper thinking. **Root Cause**: Teachers have effectively prioritized proficiency, and this creates the momentum to now focus more intentionally on critical question 4 as a pathway to elevate student growth.

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

Performance Objective 1: Teachers will continue to engage in weekly collaborative team meetings to develop and refine a systematic approach in which they work interdependently to design instruction, analyze student data, and adjust their practices. This ongoing collaboration will support continuous improvement and ensure high levels of learning for all students.

High Priority

Evaluation Data Sources: Unit Plans including evidence of intervention and extension
Assessment Data
Walk Through Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will participate in weekly collaborative team meetings to identify and prioritize essential learning standards for Tier 1 instruction, while also considering vertical alignment to ensure coherence and continuity across grade levels. **Strategy's Expected Result/Impact:** To determine a subset of grade specific standards that all students will master by the end of the school year. **Staff Responsible for Monitoring:** Teachers, instructional coaches **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 3, 5, 6 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teams will create and implement aligned formative and summative assessments to track student mastery of essential learning targets identified during collaborative planning. **Strategy's Expected Result/Impact:** Progress monitor student mastery of essential learning targets. **Staff Responsible for Monitoring:** Teachers, instructional coaches, Guiding Coalition members **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 3, 5, 6 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers will engage in collaborative team meetings to analyze assessment data as evidence of student learning and use the results to inform Tier 1 instruction (including reteaching) and Tier 2 supports (intervention and extension). Teams will also monitor the effectiveness of instructional practices and incorporate student feedback to guide continuous improvement. **Strategy's Expected Result/Impact:** Increase in student achievement and growth. **Staff Responsible for Monitoring:** Teachers, campus administration, instructional coaches **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 3, 5, 6 - School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics

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Problem Statement 5: Although our Hispanic and African American subgroups met our campus goals in reading growth, ongoing development of academic language remains important to ensure continued progress toward on-grade level reading proficiency. **Root Cause**: Gaps in academic vocabulary are a key barrier to students' reading growth and overall comprehension.

Student Learning

Problem Statement 6: Sustained learning and targeted training will be critical in year two as we continue building high-performing collaborative teams through the PLC and RTI processes. **Root Cause**: Full implementation of high-performing collaborative teams through PLC and RTI processes typically requires a 3-5 year development timeline, supported by ongoing data-driven training and consistent structures to build collective efficacy.

School Processes & Programs

Problem Statement 1: Sustained learning and targeted training will be critical in year two as we continue building high-performing collaborative teams through the PLC and RTI processes. **Root Cause**: Full implementation of high-performing collaborative teams through PLC and RTI processes typically requires a 3-5 year development timeline, supported by ongoing data-driven training and consistent structures to build collective efficacy.

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

Performance Objective 2: By the end of the 2025-2026 school year, all ELAR teachers will implement explicit writing instruction aligned to grade-level expectations, with a focus on structure, clarity, and use of text evidence to strengthen constructed response writing processes campus wide.

High Priority

Evaluation Data Sources: Unit Plans
Student Work Samples
Common Formative Writing Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Facilitate vertical team planning sessions focused on aligning academic language, writing expectations, and instructional strategies for constructed response writing across grade levels. **Strategy's Expected Result/Impact:** Teachers across grade levels will develop a shared understanding of writing expectations and academic language progression, leading to more consistent instruction. As a result, students will enter 3rd grade with increased familiarity and confidence in constructed response writing, including structure, academic vocabulary, and the use of text evidence. **Staff Responsible for Monitoring:** Teachers, Campus Administration, Instructional Coaches **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 3, 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide ongoing professional development that models and reinforces teaching and learning essentials, with a focus on strengthening the connection between curriculum and instruction. **Strategy's Expected Result/Impact:** Teachers demonstrate greater alignment between curriculum standards and daily instruction, resulting in more cohesive lesson design. **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Administration, Guiding Coalition Members **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 3, 5				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: According to the NWEA Math MAP Assessment, our African American and Hispanic student groups experienced a decline in growth percentiles during the 2024-2025 school year. **Root Cause**: A continued need for clarity and support in using individual student data to design responsive instruction that meets the needs of all learners, from those requiring intervention to those ready for extension.
Problem Statement 2: Although our Hispanic and African American subgroups met our campus goals in reading growth, ongoing development of academic language remains important to ensure continued progress toward on-grade level reading proficiency. **Root Cause**: Gaps in academic vocabulary are a key barrier to students' reading growth and overall comprehension.
Problem Statement 3: The average score for the Extended Constructed Response on the 3rd grade STAAR assessment decreased from 5.1 to 3.4. **Root Cause**: To support stronger writing performance by 3rd grade, earlier grade levels need increased focus on explicit writing instruction, including structure, clarity, and the use of text evidence. Additionally, ongoing collaboration among SPED, ESL, and general education teachers is essential to ensure aligned support that fosters growth for all student populations.
Student Learning
Problem Statement 1: According to the NWEA Math MAP Assessment, our African American and Hispanic student groups experienced a decline in growth percentiles during the 2024-2025 school year. **Root Cause**: A continued need for clarity and support in using individual student data to design responsive instruction that meets the needs of all learners, from those requiring intervention to those ready for extension.
Problem Statement 3: The average score for the Extended Constructed Response on the 3rd grade STAAR assessment decreased from 5.1 to 3.4. **Root Cause**: To support stronger writing performance by 3rd grade, earlier grade levels need increased focus on explicit writing instruction, including structure, clarity, and the use of text evidence. Additionally, ongoing collaboration among SPED, ESL, and general education teachers is essential to ensure aligned support that fosters growth for all student populations.
Problem Statement 5: Although our Hispanic and African American subgroups met our campus goals in reading growth, ongoing development of academic language remains important to ensure continued progress toward on-grade level reading proficiency. **Root Cause**: Gaps in academic vocabulary are a key barrier to students' reading growth and overall comprehension.

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, our campus will reduce the total number of office discipline referrals by 5% through strengthened Tier 1 behavior supports, with an emphasis on decreasing incidents involving unwanted physical contact.

Evaluation Data Sources: Behavior Data Logs
Discipline referrals in Eschool
Behavior Solutions Team

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: During the 2025-2026 school year, the Behavior Solutions Team will support the expansion and implementation of the centralized bank of Tier 1 behavior strategies, helping teachers access tools to promote positive behavior, advance behavior goals, and develop students' behavior skills. **Strategy's Expected Result/Impact:** Teachers will have increased access to consistent, research-based Tier 1 behavior supports such as: Character Strong, Behavior Solutions, Daily Social Skills, and Restorative Practices, resulting in more proactive classroom management, improved student behavior, and a stronger campus-wide culture of social-emotional learning and positive behavior reinforcement. **Staff Responsible for Monitoring:** Behavior Solutions Team, Counselor, Teachers **Problem Statements:** Student Learning 4 - School Processes & Programs 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will consistently reinforce the Tier 1 shared language of a Falcon Leader, integrating campus-wide behavior expectations through the use of Power Skills, the Falcon 4 essential behaviors, and daily reinforcement of the behavior matrix. **Strategy's Expected Result/Impact:** This common language will promote clarity, consistency, and a positive school culture, helping students internalize key behavioral and social-emotional expectations across all settings. **Staff Responsible for Monitoring:** Guiding Coalition, Counselor, Teachers **Problem Statements:** Student Learning 4 - School Processes & Programs 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: The Behavior Solutions Team, a subset of the Guiding Coalition, will continue to refine its system for regularly reviewing behavior data to monitor trends, provide feedback, and adjust Tier 1 supports. **Strategy's Expected Result/Impact:** Consistent response to Tier 1 behavior intervention. Proactive support for teachers through coaching and classroom management strategies to prevent escalation. **Staff Responsible for Monitoring:** Behavior Solutions Team, Campus Administration, Teachers **Problem Statements:** Student Learning 4 - School Processes & Programs 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Continue to strengthen and expand the existing Behavior Academy intervention structure, established in the previous school year, to consistently and effectively teach replacement behaviors that support the development of essential life skills for success in school and beyond. **Strategy's Expected Result/Impact:** Students will generalize replacement behaviors taught through Behavior Academies into consistent, productive behavior habits across classroom and common areas. In addition, teachers will engage in enhanced leadership opportunities to support and influence schoolwide behavior structures, contributing to a more positive and proactive campus culture. **Staff Responsible for Monitoring:** Guiding Coalition, Behavior Solution Team, Teachers **Problem Statements:** Student Learning 4 - School Processes & Programs 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: 50% of reported behavior incidents involved a verbal/physical response to a situational emotional reaction. **Root Cause**: Students lack the ability to be aware of their thoughts and emotions and how to manage them in a productive manner during challenging situations.
School Processes & Programs
Problem Statement 2: 50% of reported behavior incidents involved a verbal/physical response to a situational emotional reaction. **Root Cause**: Students lack the ability to be aware of their thoughts and emotions and how to manage them in a productive manner during challenging situations.

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

Performance Objective 2: Increase stakeholder survey participation and continue analyzing feedback from three or more major schoolwide events to identify actionable areas for improvement that enhance student learning experiences and strengthen family-school partnerships.

Evaluation Data Sources: Survey Data
Event Attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Continue to expand authentic student leadership opportunities that foster community engagement, outreach, and service. (FLIP Clothing and toiletries drive for Chrissy's Closet, Food for Families Food Drive). **Strategy's Expected Result/Impact:** Increased student leadership and service minded mentality. **Staff Responsible for Monitoring:** FLIP Sponsors, Food Drive Sponsors **Problem Statements:** Student Learning 7 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Continue to incorporate stakeholder feedback into schoolwide event planning to strengthen family connections, improve student learning experiences, and enhance our inclusive school culture. Examples of Events: Meet the Teacher Parent Conference Day Falconpalooza Sing-A-Longs (Fall & Spring) Grandparents' Day Book Fairs (Fall & Spring) Spirit Nights (Monthly) Multicultural Celebrations Grade Level Celebrations and Highlights Talent Show Field Day Dogs with Dads STEAM Night **Strategy's Expected Result/Impact:** Improved communication of school-wide events and increased community involvement. **Staff Responsible for Monitoring:** All Staff **Problem Statements:** Student Learning 7 - Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 7: To strengthen alignment between campus experiences and instructional goals, we need to continue to build on our previous year's work and refine feedback practices to emphasize their impact on student learning from the perspective of all stakeholders. **Root Cause**: Prior to last year, feedback survey questions yielded limited data on stakeholders' perceptions of how campus-wide activities, experiences, and events impacted student learning outcomes.
Perceptions
Problem Statement 1: To strengthen alignment between campus experiences and instructional goals, we need to continue to build on our previous year's work and refine feedback practices to emphasize their impact on student learning from the perspective of all stakeholders. **Root Cause**: Prior to last year, feedback survey questions yielded limited data on stakeholders' perceptions of how campus-wide activities, experiences, and events impacted student learning outcomes.

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

Performance Objective 1: Teachers in all classrooms will continue to utilize existing digital learning platforms to address learning needs identified through assessment data. Emphasis will be placed on leveraging these tools to support differentiated, data-driven instruction and to provide targeted interventions or extensions aligned with individual student needs.

Evaluation Data Sources: Digital Platform Usage Logs
Student Achievement Data
Professional Development Opportunities (Tech Tuesdays)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Continue to build instructional capacity within our teachers through purposeful usage of existing digital platforms. **Strategy's Expected Result/Impact:** Teachers will continue to use accessible technology devices and resources to support Tier 1 and Tier 2 instruction. **Staff Responsible for Monitoring:** Digital Learning Ambassador, Teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 3, 5				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: According to the NWEA Math MAP Assessment, our African American and Hispanic student groups experienced a decline in growth percentiles during the 2024-2025 school year. **Root Cause**: A continued need for clarity and support in using individual student data to design responsive instruction that meets the needs of all learners, from those requiring intervention to those ready for extension.
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Student Learning

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Problem Statement 5: Although our Hispanic and African American subgroups met our campus goals in reading growth, ongoing development of academic language remains important to ensure continued progress toward on-grade level reading proficiency. **Root Cause**: Gaps in academic vocabulary are a key barrier to students' reading growth and overall comprehension.

Campus Improvement Planning Committeee

Committee Role	Name	Position
Staff Member	Melanie Wigley	Second Grade Teacher
Staff Member	Mandi Pipes	Second Grade Teacher
Staff Member	Mariana Viana	Instructional Coach
Staff Member	Alyssa Johnson	Instructional Coach
Staff Member	Pam Beard	ESL Specialist
Staff Member	Roxane Hord	Counselor
Staff Member	Magen Lanfear	Special Education Teacher
Staff Member	Olena Stuart	Fine Arts Teacher
Staff Member	Heather Anz	Fourth Grade Teacher
Staff Member	Hillarie Rollins	Fourth Grade Teacher
Staff Member	Amy Burns	Third Grade Teacher
Staff Member	Abby Goehring	Third Grade Teacher
Staff Member	Angie Sasse	Enrichment Specialist
Staff Member	Stephanie Weaver	First Grade Teacher
Staff Member	Jody Rodriguez	First Grade Teacher
Staff Member	Lyndsey Snidow	Kindergarten Teacher
Staff Member	Riley Dickson	Early Childhood Teacher
Staff Member	Lauren Given	Assistant Principal
Staff Member	Terresa Katt	Principal
Parent Representative	Laura Osina	PTO President
District Representative	Jeremy Day	Advanced Academic Coordinator
Community Representative	Sara Friedrichs	Business Owner
Business Representative	Mike Newkham	Management HEB

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