College Station ISD

River Bend Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: A

Distinction Designation
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

Ensuring excellence and unique success for every learner, every day.

Vision

River Bend Elementary is a connected family that nurtures and empowers a diverse community of learners by cultivating a safe environment, maintaining a culture of excellence and celebrating each unique success.

Value Statement

We will celebrate the unique success of all learners all the time with respect, empathy, and equitable opportunities.

We will continue to grow as experts in instruction with high expectations for all students' success.

We will cultivate an environment for learners to use their voice to advocate for their own learning.

We will communicate with clarity and purpose and we listen with understanding and compassion.

We are learners willing to give and receive support, collaborate as a team, accept challenges, and take risks to achieve success.

We will strive to maintain an empathetic, safe, and positive culture knowing that every mistake is an opportunity for growth.

We will passionately advocate for public education through our words and actions.

We will practice ethical professionalism with positive intent for all learners.

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Comprehensive Needs Assessment

Demographics

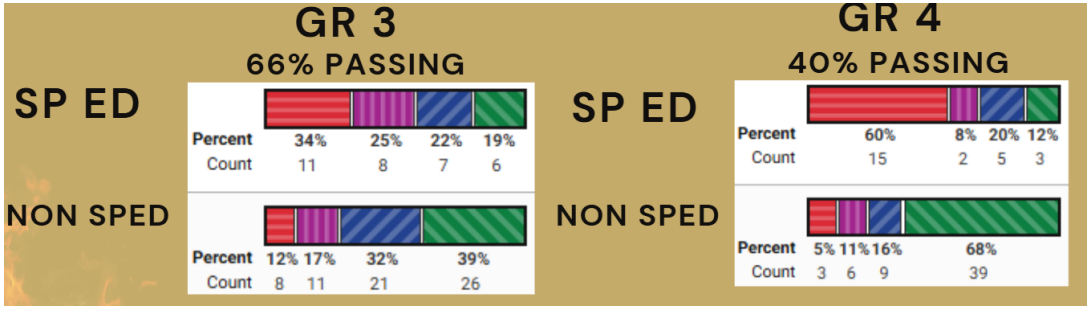
Demographics Summary

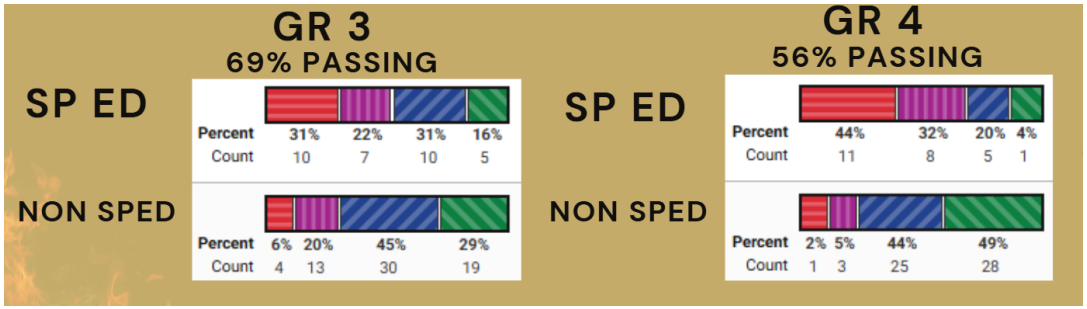
River Bend Elementary is one of ten elementary campuses within College Station ISD, currently serving over 500 students from early childhood programs (Head Start and Pre-K) through fourth grade. As of now, our enrollment stands at 545 students.

We are proud to serve a diverse student population, with tailored support systems in place for Emergent Bilingual (EB) learners, Gifted & Talented students, and those receiving Special Education services. Our student demographics are as follows: 49% White, 22% Hispanic, 17% African American, 6% Asian, and 6% representing other backgrounds.

As a Title I school, 56% of our students are identified as economically disadvantaged. Additionally, 24% of our students receive services through the Special Education department. River Bend Elementary is committed to fostering an inclusive and supportive learning environment that meets the needs of all learners.

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





Demographics Strengths

Strengths of River Bend Elementary

1. **Diverse Student Population**
   River Bend Elementary serves a culturally and racially diverse student body, which enriches the school environment and promotes inclusivity, global awareness, and mutual respect among students.

2. **Comprehensive Student Support Services**
   The school provides tailored support for multiple student groups, including Emergent Bilingual (EB) learners, Gifted & Talented students, and those receiving Special Education services—demonstrating a commitment to meeting varied learning needs.

3. **Strong Early Childhood Foundation**
   By offering Head Start and Pre-K programs, River Bend establishes a solid foundation for early learning and school readiness, supporting long-term academic success.

4. **Inclusive Learning Environment**
   With 24% of students receiving Special Education services and 56% identified as economically disadvantaged, River Bend emphasizes equity and inclusion, ensuring all students have access to the resources they need to thrive.

5. **Title I Designation and Resources**
   As a Title I school, River Bend has access to additional funding and support aimed at improving academic achievement, especially for students from low-income families, enhancing opportunities for all learners.

6. **Stable Enrollment**
   With an enrollment of 545 students, the school maintains a size that allows for personalized instruction and strong relationships among staff, students, and families.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students who are 2 or more races did not meet expected growth in student achievement on the Reading and Math STAAR test.
Root Cause: Data disaggregation may have grouped these students with other populations, masking their unique needs.

Problem Statement 2 (Prioritized): Students receiving Special Education services did not meet expected growth on the Math STAAR test.
Root Cause: Data from assessments or progress monitoring tools may not be used frequently or effectively to adapt instruction for SPED students.

Problem Statement 3 (Prioritized): Students receiving Special Education services had the lowest passing rate of all student groups on 3rd & 4th grade STAAR tests.
Root Cause: Instructional practices and interventions are not sufficiently differentiated or aligned to meet the unique learning needs of students receiving Special Education services, resulting in limited access to grade-level content and assessment readiness.

Student Learning

Student Learning Summary

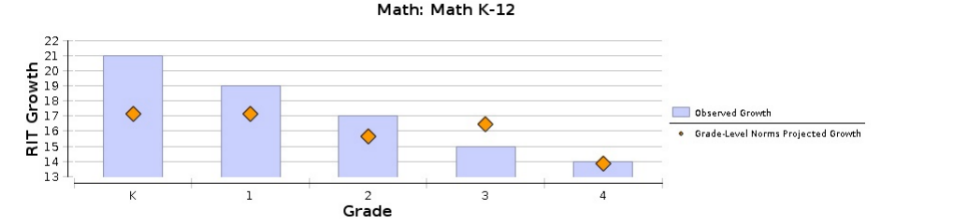
At River Bend, our commitment to ensuring excellence and unique success for all learners is deeply rooted in our campus mission statement. This guiding principle drives our efforts to provide a supportive and enriching educational environment where every student can thrive. We are dedicated to fostering an atmosphere that encourages academic achievement and personal growth, ensuring that each learner has the opportunity to reach their full potential.

Our students have consistently demonstrated academic growth, as evidenced by their performance on both nationally normed and state-required assessments. This progress is a testament to the hard work and dedication of our students and staff, who strive to achieve high standards of learning. We take pride in the achievements of our students and remain focused on maintaining and enhancing this upward trajectory in academic performance.

However, the Measures of Academic Progress (MAP) data reveals that while our students are indeed making progress, they are not consistently meeting their end-of-the-year MAP growth goals. This indicates a need for us to closely examine our instructional strategies and support systems to better align them with the needs of our students. We are committed to identifying and addressing any barriers to achieving these goals, ensuring that all students have the resources and guidance necessary to meet and exceed their academic targets.

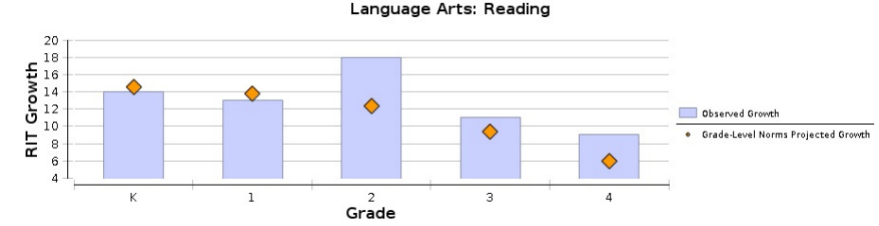
Math: Math K-12

		Comparison Periods							Growth Evaluated Against							
		Fall 2024			Spring 2025			Growth	Grade-Level Norms			Student Norms				
Grade (Spring 2025)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	87	143.7	12.3	72	164.2	15.6	84	21	0.9	17.1	0.85	80	87	61	70	64
1	91	162.6	14.0	77	181.3	15.7	81	19	0.7	17.2	0.49	69	91	57	63	56
2	88	177.7	13.3	78	194.9	14.4	82	17	0.8	15.6	0.44	67	88	55	63	60
3	95	193.1	13.8	92	207.8	13.9	84	15	0.7	16.4	-0.41	34	95	43	45	43
4	81	204.7	14.2	91	218.6	16.6	84	14	0.7	13.8	0.01	50	81	33	41	45



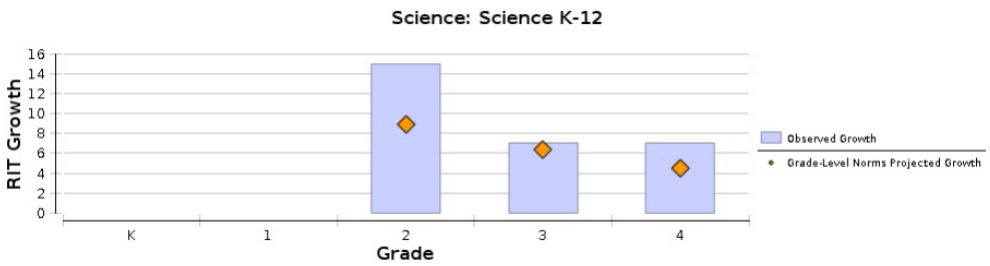
Language Arts: Reading

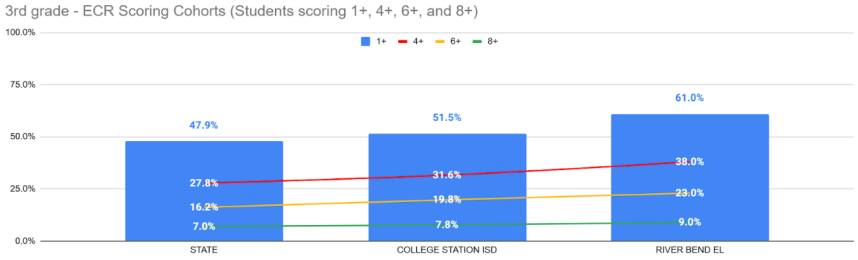
		Comparison Periods							Growth Evaluated Against							
		Fall 2024			Spring 2025			Growth	Grade-Level Norms			Student Norms				
Grade (Spring 2025)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	87	140.7	9.1	78	154.6	9.8	66	14	0.9	14.6	-0.16	44	87	38	44	43
1	91	158.1	12.9	73	171.0	16.4	66	13	0.8	13.8	-0.27	39	91	50	55	50
2	88	172.8	16.6	68	190.4	16.2	86	18	1.2	12.3	1.35	91	88	62	70	74
3	95	189.0	14.6	74	200.4	14.7	79	11	0.9	9.4	0.50	69	95	52	55	56
4	81	202.6	14.3	83	211.3	16.0	88	9	0.8	6.0	0.70	76	81	56	69	65

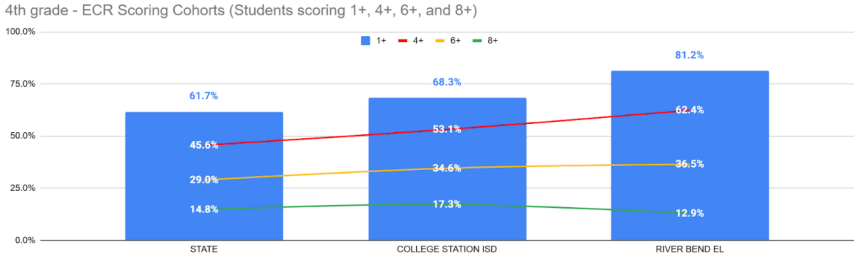


Science: Science K-12

Grade (Spring 2025)	Total Number of Growth Events‡	Comparison Periods: Fall 2024 Mean RIT Score	Fall 2024 Standard Deviation	Fall 2024 Achievement Percentile	Spring 2025 Mean RIT Score	Spring 2025 Standard Deviation	Spring 2025 Achievement Percentile	Growth: Observed Growth	Observed Growth SE	Growth Evaluated Against: Grade-Level Norms: Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Student Norms: Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	88	182.7	12.9	85	197.7	12.2	97	15	1.0	8.9	2.20	99	88	72	82	84
3	95	195.7	11.5	93	202.8	10.4	92	7	0.7	6.4	0.26	60	95	54	57	54
4	81	203.2	11.1	94	210.7	11.5	95	7	0.6	4.4	0.67	75	81	60	74	64







Student Learning Strengths

Our school has demonstrated exceptional performance in Math MAP Growth, with all grade levels surpassing the average national growth. This achievement reflects our commitment to providing a robust mathematics curriculum and effective teaching strategies that cater to the diverse learning needs of our students. Our educators have worked diligently to ensure that each student receives the support and resources necessary to excel in mathematics, and these results are a testament to their hard work and dedication.

In 2nd grade, our students have shown remarkable progress in both ELA and Science MAP Growth, far exceeding the expected grade level growth. This outstanding performance highlights the effectiveness of our early literacy and science programs, which are designed to engage young learners and foster a deep understanding of foundational concepts. Our teachers have created a nurturing and stimulating learning environment that encourages curiosity and a love for learning, setting our students on a path to continued academic success.

Our 4th grade ELAR students have also performed admirably, achieving growth that is slightly above the national average. This accomplishment underscores the strength of our English Language Arts and Reading curriculum, which emphasizes critical thinking, comprehension, and communication skills. Our educators are dedicated to developing students' abilities to analyze and interpret texts, express their ideas clearly, and engage with diverse perspectives, preparing them for future academic challenges.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Reading MAP Growth assessment results indicate that Kindergarten and 1st grade students performed significantly below their expected growth measure.
Root Cause: Tier 1 instruction must be enhanced to ensure greater rigor, consistency, and alignment with grade-level expectations and evidence-based literacy practices especially in the areas of comprehension and writing.

Problem Statement 2 (Prioritized): Grades 3 & 4 did not meet the 50%tile growth percentile from BOY to EOY on MAP Math
Root Cause: Tier 1 instruction must be enhanced to ensure greater rigor, consistency and alignment with grade -level expectations.

Problem Statement 3: 4th grade writing scores (8 points or more) lag behind the state average.
Root Cause: Tier 1 instruction must be enhanced to ensure greater rigor, consistency and alignment with grade-level expectations including the implementation of extension support.

Problem Statement 4 (Prioritized): Students receiving Special Education services had the lowest passing rate of all student groups on 3rd & 4th grade STAAR tests.
Root Cause: Instructional practices and interventions are not sufficiently differentiated or aligned to meet the unique learning needs of students receiving Special Education services, resulting in limited access to grade-level content and assessment readiness.

Problem Statement 5 (Prioritized): Students receiving Special Education services did not meet expected growth on the Math STAAR test.
Root Cause: Data from assessments or progress monitoring tools may not be used frequently or effectively to adapt instruction for SPED students.

Problem Statement 6 (Prioritized): Students who are 2 or more races did not meet expected growth in student achievement on the Reading and Math STAAR test.
Root Cause: Data disaggregation may have grouped these students with other populations, masking their unique needs.

School Processes & Programs

School Processes & Programs Summary

At **River Bend Elementary**, our priority is to nurture the whole child by providing rich, engaging learning experiences, fostering student leadership, and celebrating the diversity within our community. We are committed to creating a safe, nurturing, and risk-free environment where every child feels a strong sense of belonging.

We believe in supporting students both academically and behaviorally. Our goal is to help each student discover their individual strengths through intentional goal setting, recognizing and celebrating personal achievements, and maintaining high expectations for all learners. Technology is integrated into the classroom to enrich instruction, offering challenge, choice, and opportunities for deeper engagement.

We also place a strong emphasis on professional learning communities (PLCs) and vertical team structures to drive continuous growth in instructional practices. Our staff models collaboration and lifelong learning, working together to meet our shared campus goals. The campus Guiding Coalition serves as our model PLC, regularly analyzing academic and behavioral data to guide schoolwide decision-making and support student success.

School Processes & Programs Strengths

- We continue to provide a variety of student leadership opportunities, including Student Council, Social Media Rangers, the Principal Advisory Committee, the student led newspaper (River Bend Gazette) and the River Bend Steppers.
- Student achievements are celebrated in meaningful ways, such as through *Growls of Greatness*, *Beary Best Reading Goals*, and *Learner-Led Conferences*, which recognize progress toward individual learning goals.
- Our staff actively engages in professional growth through learning conferences focused on technology integration, MAP testing, professional learning communities (PLCs), and content-specific workshops.
- To support innovative instruction, students have access to technology on a 1:1 basis, including laptops and iPads. Teachers are offered technology trainings each month through sessions titled "Lunch and Lumio" and through monthly newsletters specifically targeted at increasing the effective use of technology in the classroom.
- Teachers demonstrate a commitment to continuous improvement by embracing feedback and coaching to enhance the effective use of technology in the classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Although technology is available across the campus, it is not being consistently or fully leveraged to maximize its impact on teaching and learning.
Root Cause: Teachers need more targeted coaching and support on how to purposefully integrate instructional technology in ways that transform the learner experience and enhance instructional effectiveness.

Problem Statement 2 (Prioritized): Reading MAP Growth assessment results indicate that Kindergarten and 1st grade students performed significantly below their expected growth measure.
Root Cause: Tier 1 instruction must be enhanced to ensure greater rigor, consistency, and alignment with grade-level expectations and evidence-based literacy practices especially in the areas of comprehension and writing.

Problem Statement 3 (Prioritized): Grades 3 & 4 did not meet the 50%tile growth percentile from BOY to EOY on MAP Math
Root Cause: Tier 1 instruction must be enhanced to ensure greater rigor, consistency and alignment with grade -level expectations.

Problem Statement 4: 4th grade writing scores (8 points or more) lag behind the state average.
Root Cause: Tier 1 instruction must be enhanced to ensure greater rigor, consistency and alignment with grade-level expectations including the implementation of extension support.

Perceptions

Perceptions Summary

At River Bend, we believe that every student can and will learn when they are supported in an environment where they feel safe, valued, and a true sense of belonging. We recognize that student success is strengthened when educators work collaboratively through professional learning communities, vertical teams, and intentional team planning. By aligning best practices and holding ourselves collectively accountable, we ensure that every student benefits from the expertise and commitment of the entire staff.

Relationships are the foundation of our work. Through purposeful social-emotional learning, meaningful cultural celebrations, and experiences that affirm identity and connection, we foster a school culture where every learner thrives. We are dedicated to a culture of excellence in which students are empowered to achieve at the highest levels.

We also believe in the power of partnership. Parents and community members are vital contributors to our shared vision and mission, and we welcome their engagement in the life of our school as we work together to create the best possible outcomes for all students.

Perceptions Strengths

- **Strong Communication with Families:** Parents share that they feel highly informed about schoolwide events, procedures, and important information. Our weekly family newsletter and Facebook updates are widely valued as clear and consistent methods of communication.
- **High-Interest Family Events:** Signature events such as *Bears, Books, and Bingo*, *STEAM Night*, and *Multicultural Night* are among families' favorite experiences of the year, building strong school spirit and creating opportunities for meaningful connections.
- **Commitment to Continuous Improvement:** Parent, staff, and student feedback is consistently gathered and analyzed, ensuring that family engagement strategies evolve to meet the needs of our school community.
- **Shared Leadership:** River Bend teacher leaders actively serve on both campus and district leadership committees, ensuring our campus has a voice in decision-making at every level and remains connected to broader initiatives.

Priority Problem Statements

Problem Statement 1: Although technology is available across the campus, it is not being consistently or fully leveraged to maximize its impact on teaching and learning.

Root Cause 1: Teachers need more targeted coaching and support on how to purposefully integrate instructional technology in ways that transform the learner experience and enhance instructional effectiveness.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Students receiving Special Education services had the lowest passing rate of all student groups on 3rd & 4th grade STAAR tests.

Root Cause 2: Instructional practices and interventions are not sufficiently differentiated or aligned to meet the unique learning needs of students receiving Special Education services, resulting in limited access to grade-level content and assessment readiness.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: Students receiving Special Education services did not meet expected growth on the Math STAAR test.

Root Cause 3: Data from assessments or progress monitoring tools may not be used frequently or effectively to adapt instruction for SPED students.

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: Students who are 2 or more races did not meet expected growth in student achievement on the Reading and Math STAAR test.

Root Cause 4: Data disaggregation may have grouped these students with other populations, masking their unique needs.

Problem Statement 4 Areas: Demographics - Student Learning

Problem Statement 5: Reading MAP Growth assessment results indicate that Kindergarten and 1st grade students performed significantly below their expected growth measure.

Root Cause 5: Tier 1 instruction must be enhanced to ensure greater rigor, consistency, and alignment with grade-level expectations and evidence-based literacy practices especially in the areas of comprehension and writing.

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

Problem Statement 6: Grades 3 & 4 did not meet the 50%tile growth percentile from BOY to EOY on MAP Math

Root Cause 6: Tier 1 instruction must be enhanced to ensure greater rigor, consistency and alignment with grade -level expectations.

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS 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 (K-4) will develop and implement a standardized system to assess and track 100% of students' mastery of essential grade-level standards, with regular progress monitoring conducted at least quarterly.

High Priority

Evaluation Data Sources: increased mastery of essential TEKS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide onsite coaching by a Solution Tree PLC Educational Consultant during the 2025-2026 school year. The Guiding Coalition will share key learnings with all grade-level teams to support consistent use of assessment and tracking systems. **Strategy's Expected Result/Impact:** Improved consistency and effectiveness in the use of assessment and student progress tracking systems across all grade levels, leading to increased collaboration, data-informed instruction, and improved student learning outcomes. **Staff Responsible for Monitoring:** Admin and Guiding Coalition members **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 1, 3 - Student Learning 1, 2, 4, 6 - School Processes & Programs 2, 3 **Funding Sources:** 6 onsite coaching visits from Solution Tree PLC Educational Consultant - 211 Title I, Part A - $7,100				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Establish vertically aligned SMART goals at campus, team, teacher, and student levels. Monitor progress by analyzing common formative and end-of-unit assessment data in K-4 ELAR and Math on essential standards. **Strategy's Expected Result/Impact:** Improved alignment and coherence in instructional goals across all levels (campus, team, teacher, and student), resulting in more targeted instruction and measurable progress in K-4 ELAR and Math essential standards as evidenced by formative and summative assessment data. **Staff Responsible for Monitoring:** Admin, Guiding Coalition, teachers **Title I:** 2.51, 2.52 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1, 3 - Student Learning 1, 2, 4, 6 - School Processes & Programs 2, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Students will track their progress toward learning goals in data notebooks and earn a book from the book vending machine upon reaching each goal. **Strategy's Expected Result/Impact:** Increased student ownership of learning and motivation to achieve academic goals, as evidenced by students regularly updating data notebooks and reaching individual learning targets in order to earn incentives from the book vending machine. **Staff Responsible for Monitoring:** Admin, MTSS Coordinator, teachers **Title I:** 2.51, 2.52				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students who are 2 or more races did not meet expected growth in student achievement on the Reading and Math STAAR test. **Root Cause**: Data disaggregation may have grouped these students with other populations, masking their unique needs.
Problem Statement 3: Students receiving Special Education services had the lowest passing rate of all student groups on 3rd & 4th grade STAAR tests. **Root Cause**: Instructional practices and interventions are not sufficiently differentiated or aligned to meet the unique learning needs of students receiving Special Education services, resulting in limited access to grade-level content and assessment readiness.

Student Learning

Problem Statement 1: Reading MAP Growth assessment results indicate that Kindergarten and 1st grade students performed significantly below their expected growth measure. **Root Cause**: Tier 1 instruction must be enhanced to ensure greater rigor, consistency, and alignment with grade-level expectations and evidence-based literacy practices especially in the areas of comprehension and writing.

Problem Statement 2: Grades 3 & 4 did not meet the 50%tile growth percentile from BOY to EOY on MAP Math **Root Cause**: Tier 1 instruction must be enhanced to ensure greater rigor, consistency and alignment with grade -level expectations.

Problem Statement 4: Students receiving Special Education services had the lowest passing rate of all student groups on 3rd & 4th grade STAAR tests. **Root Cause**: Instructional practices and interventions are not sufficiently differentiated or aligned to meet the unique learning needs of students receiving Special Education services, resulting in limited access to grade-level content and assessment readiness.

Problem Statement 6: Students who are 2 or more races did not meet expected growth in student achievement on the Reading and Math STAAR test. **Root Cause**: Data disaggregation may have grouped these students with other populations, masking their unique needs.

School Processes & Programs

Problem Statement 2: Reading MAP Growth assessment results indicate that Kindergarten and 1st grade students performed significantly below their expected growth measure. **Root Cause**: Tier 1 instruction must be enhanced to ensure greater rigor, consistency, and alignment with grade-level expectations and evidence-based literacy practices especially in the areas of comprehension and writing.

Problem Statement 3: Grades 3 & 4 did not meet the 50%tile growth percentile from BOY to EOY on MAP Math **Root Cause**: Tier 1 instruction must be enhanced to ensure greater rigor, consistency and alignment with grade -level expectations.

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, Kindergarten through 4th grade classrooms will implement a more rigorous and consistent Tier 1 literacy instruction program, demonstrated by a 15% increase in student proficiency on literacy assessments compared to the previous year.

High Priority

Evaluation Data Sources: MAP Reading Growth Scores, MAP Fluency scores, 9 weeks assessment data, CFA data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Conduct monthly vertically aligned professional development sessions focused on evidence-based literacy practices, specifically targeting comprehension and writing skills, to ensure teachers are equipped with the necessary tools to enhance Tier 1 instruction. **Strategy's Expected Result/Impact:** Improved Tier 1 literacy instruction across grade levels, with teachers consistently implementing evidence-based practices in comprehension and writing, leading to increased student performance and continuity in literacy instruction school-wide. **Staff Responsible for Monitoring:** Admin, Guiding Coalition, teachers **Title I:** 2.51, 2.52, 2.53, 2.534 **Problem Statements:** Student Learning 1 - School Processes & Programs 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement a literacy block schedule that includes daily dedicated time for guided reading, shared reading, and writing workshops to ensure consistent and rigorous literacy instruction. **Strategy's Expected Result/Impact:** Increased consistency and rigor in daily literacy instruction, leading to improved student outcomes in reading and writing as a result of structured implementation of guided reading, shared reading, and writing workshops within the literacy block schedule. **Staff Responsible for Monitoring:** Admin, teachers, Instructional Coaches **Title I:** 2.51, 2.52 **Problem Statements:** Student Learning 1 - School Processes & Programs 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Utilize formative assessments every nine weeks to monitor student progress in literacy, and use the data to adjust instruction and provide targeted support for students who are not meeting grade-level expectations. **Strategy's Expected Result/Impact:** Enhanced instructional responsiveness and targeted support through regular use of formative assessment data every nine weeks, leading to improved literacy outcomes and increased percentage of students meeting or exceeding grade-level expectations. **Staff Responsible for Monitoring:** Admin, teachers, Instructional Coaches **Title I:** 2.51, 2.52 **Problem Statements:** Student Learning 1 - School Processes & Programs 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Reading MAP Growth assessment results indicate that Kindergarten and 1st grade students performed significantly below their expected growth measure. **Root Cause**: Tier 1 instruction must be enhanced to ensure greater rigor, consistency, and alignment with grade-level expectations and evidence-based literacy practices especially in the areas of comprehension and writing.
School Processes & Programs
Problem Statement 2: Reading MAP Growth assessment results indicate that Kindergarten and 1st grade students performed significantly below their expected growth measure. **Root Cause**: Tier 1 instruction must be enhanced to ensure greater rigor, consistency, and alignment with grade-level expectations and evidence-based literacy practices especially in the areas of comprehension and writing.

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

Performance Objective 1: By the end of the 2025-2026 school year at least 50% of students in each grade level Kinder-4th grade will meet their projected growth in both EOY MAP Reading Growth and MAP Math Growth assessments.

High Priority

HB3 Goal

Evaluation Data Sources: EOY Math Growth data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: We will provide supplemental materials and supplies such as Really Great Reading and Empowering Writers, to support teachers in improving Tier 1 instruction. **Strategy's Expected Result/Impact:** Enhanced Tier 1 instruction in literacy resulting in more engaging, structured, and standards-aligned lessons that improve student learning outcomes. **Staff Responsible for Monitoring:** Admin, Instructional Coaches, MTSS Coach **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1, 3 - Student Learning 1, 4, 6 - School Processes & Programs 2 **Funding Sources:** Research based phonics instructional materials - 211 Title I, Part A - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Administrators and teachers will participate in professional learning opportunities to support elevated student outcomes such as TEPSA Summer Conference and Solution Tree -Effective Instruction Tier 1 Institute. **Strategy's Expected Result/Impact:** Increased effectiveness of Tier 1 instructional practices as measured by student performances on CFA's. **Staff Responsible for Monitoring:** Administrators, Instructional Coaches **Title I:** 2.51, 2.52, 2.53, 2.534 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 5, 6 - School Processes & Programs 2, 3 **Funding Sources:** - 211 Title I, Part A - $7,000				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students who are 2 or more races did not meet expected growth in student achievement on the Reading and Math STAAR test. **Root Cause**: Data disaggregation may have grouped these students with other populations, masking their unique needs.
Problem Statement 2: Students receiving Special Education services did not meet expected growth on the Math STAAR test. **Root Cause**: Data from assessments or progress monitoring tools may not be used frequently or effectively to adapt instruction for SPED students.
Problem Statement 3: Students receiving Special Education services had the lowest passing rate of all student groups on 3rd & 4th grade STAAR tests. **Root Cause**: Instructional practices and interventions are not sufficiently differentiated or aligned to meet the unique learning needs of students receiving Special Education services, resulting in limited access to grade-level content and assessment readiness.
Student Learning
Problem Statement 1: Reading MAP Growth assessment results indicate that Kindergarten and 1st grade students performed significantly below their expected growth measure. **Root Cause**: Tier 1 instruction must be enhanced to ensure greater rigor, consistency, and alignment with grade-level expectations and evidence-based literacy practices especially in the areas of comprehension and writing.
Problem Statement 2: Grades 3 & 4 did not meet the 50%tile growth percentile from BOY to EOY on MAP Math **Root Cause**: Tier 1 instruction must be enhanced to ensure greater rigor, consistency and alignment with grade -level expectations.
Problem Statement 4: Students receiving Special Education services had the lowest passing rate of all student groups on 3rd & 4th grade STAAR tests. **Root Cause**: Instructional practices and interventions are not sufficiently differentiated or aligned to meet the unique learning needs of students receiving Special Education services, resulting in limited access to grade-level content and assessment readiness.
Problem Statement 5: Students receiving Special Education services did not meet expected growth on the Math STAAR test. **Root Cause**: Data from assessments or progress monitoring tools may not be used frequently or effectively to adapt instruction for SPED students.
Problem Statement 6: Students who are 2 or more races did not meet expected growth in student achievement on the Reading and Math STAAR test. **Root Cause**: Data disaggregation may have grouped these students with other populations, masking their unique needs.
School Processes & Programs
Problem Statement 2: Reading MAP Growth assessment results indicate that Kindergarten and 1st grade students performed significantly below their expected growth measure. **Root Cause**: Tier 1 instruction must be enhanced to ensure greater rigor, consistency, and alignment with grade-level expectations and evidence-based literacy practices especially in the areas of comprehension and writing.
Problem Statement 3: Grades 3 & 4 did not meet the 50%tile growth percentile from BOY to EOY on MAP Math **Root Cause**: Tier 1 instruction must be enhanced to ensure greater rigor, consistency and alignment with grade -level expectations.

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

Performance Objective 2: By the end of the 2025-2026 school as indicated by STAAR scores, 50% of 3rd and 4th students receiving Special Education services will earn a score that is approaching grade level or above on ELAR and Math assessments.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Utilize formative assessments to regularly monitor student progress and identify gaps in understanding. Teachers should use this data to adjust instruction and provide targeted interventions during small group instruction or one-on-one support. **Strategy's Expected Result/Impact:** Students will show increased mastery of content as targeted instruction and interventions close learning gaps and support individual growth. **Staff Responsible for Monitoring:** Teachers, Administrators **Title I:** 2.51, 2.52 **Problem Statements:** Demographics 3 - Student Learning 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement a system for regular collaboration between general education and special education teachers to co-plan lessons that differentiate instruction and align with grade-level standards. This could include weekly planning meetings to discuss student progress and adjust instructional strategies. **Strategy's Expected Result/Impact:** Improved instructional alignment and differentiated support, leading to better academic outcomes and inclusion for students with diverse learning needs **Staff Responsible for Monitoring:** Special Education teachers, General Education teachers, Guiding Coalition, Administrators **Title I:** 2.51, 2.52, 2.53, 2.534 **Problem Statements:** Demographics 2, 3 - Student Learning 4, 5				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Students receiving Special Education services did not meet expected growth on the Math STAAR test. **Root Cause**: Data from assessments or progress monitoring tools may not be used frequently or effectively to adapt instruction for SPED students.
Problem Statement 3: Students receiving Special Education services had the lowest passing rate of all student groups on 3rd & 4th grade STAAR tests. **Root Cause**: Instructional practices and interventions are not sufficiently differentiated or aligned to meet the unique learning needs of students receiving Special Education services, resulting in limited access to grade-level content and assessment readiness.
Student Learning
Problem Statement 4: Students receiving Special Education services had the lowest passing rate of all student groups on 3rd & 4th grade STAAR tests. **Root Cause**: Instructional practices and interventions are not sufficiently differentiated or aligned to meet the unique learning needs of students receiving Special Education services, resulting in limited access to grade-level content and assessment readiness.
Problem Statement 5: Students receiving Special Education services did not meet expected growth on the Math STAAR test. **Root Cause**: Data from assessments or progress monitoring tools may not be used frequently or effectively to adapt instruction for SPED students.

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

Performance Objective 3: By the end of the 2025-2026 school year, as indicated by STAAR assessment results, River Bend will increase their achievement and growth percentages by 10%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: We will implement aligned MTSS practices for reading and math that will focus on data analysis and intervention strategies. **Strategy's Expected Result/Impact:** Strengthened multi-tiered support systems (MTSS) in reading and math, resulting in more effective data-driven decision-making and targeted interventions that improve student achievement and reduce learning gaps. **Staff Responsible for Monitoring:** Admin, MTSS Coach, Guiding Coalition, teachers **Title I:** 2.51, 2.52, 2.53, 2.532, 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 1, 6 - School Processes & Programs 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: We will utilize Title 1 academic tutors to provide additional targeted instruction and interventions as identified by MAP and common formative assessment data. **Strategy's Expected Result/Impact:** Increased student achievement through targeted, supplemental instruction provided by Title 1 academic tutors, informed by MAP and common formative assessment data, leading to improved mastery of grade-level standards and reduced learning gaps. **Staff Responsible for Monitoring:** Admin, MTSS Coach, Guiding Coalition **Title I:** 2.51, 2.52, 2.53, 2.532 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 2, 6 - School Processes & Programs 3 **Funding Sources:** Title 1 Academic Tutors - 211 Title I, Part A - $18,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Student learning of grade level standards will be measured by common formative assessments and end of unit assessments. Data will be recorded and analyzed after each assessment. **Strategy's Expected Result/Impact:** Students will demonstrate steady progress toward grade-level standards as assessment data is analyzed and used to inform instruction. **Staff Responsible for Monitoring:** Admin, MTSS Coach, teachers **Title I:** 2.51, 2.52, 2.53, 2.532				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: We will utilize a Title 1 Instructional Assistant to provide additional targeted instruction and interventions as identified by MAP and common formative assessment data. **Strategy's Expected Result/Impact:** Increased student achievement on 9 weeks assessments, MAP Growth, MAP Fluency and STAAR assessments. **Staff Responsible for Monitoring:** Administrators, MTSS Coach, Instructional Coaches, grade level teams, Guiding Coalition **Title I:** 2.51, 2.52, 2.53, 2.532 **Problem Statements:** Demographics 1, 2 - Student Learning 2, 5, 6 - School Processes & Programs 3 **Funding Sources:** Title 1 Instructional Assistant - 211 Title I, Part A - $26,776				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Students who are 2 or more races did not meet expected growth in student achievement on the Reading and Math STAAR test. **Root Cause**: Data disaggregation may have grouped these students with other populations, masking their unique needs.
Problem Statement 2: Students receiving Special Education services did not meet expected growth on the Math STAAR test. **Root Cause**: Data from assessments or progress monitoring tools may not be used frequently or effectively to adapt instruction for SPED students.

Student Learning
Problem Statement 1: Reading MAP Growth assessment results indicate that Kindergarten and 1st grade students performed significantly below their expected growth measure. **Root Cause**: Tier 1 instruction must be enhanced to ensure greater rigor, consistency, and alignment with grade-level expectations and evidence-based literacy practices especially in the areas of comprehension and writing.

Student Learning

Problem Statement 2: Grades 3 & 4 did not meet the 50%tile growth percentile from BOY to EOY on MAP Math **Root Cause**: Tier 1 instruction must be enhanced to ensure greater rigor, consistency and alignment with grade -level expectations.

Problem Statement 5: Students receiving Special Education services did not meet expected growth on the Math STAAR test. **Root Cause**: Data from assessments or progress monitoring tools may not be used frequently or effectively to adapt instruction for SPED students.

Problem Statement 6: Students who are 2 or more races did not meet expected growth in student achievement on the Reading and Math STAAR test. **Root Cause**: Data disaggregation may have grouped these students with other populations, masking their unique needs.

School Processes & Programs

Problem Statement 2: Reading MAP Growth assessment results indicate that Kindergarten and 1st grade students performed significantly below their expected growth measure. **Root Cause**: Tier 1 instruction must be enhanced to ensure greater rigor, consistency, and alignment with grade-level expectations and evidence-based literacy practices especially in the areas of comprehension and writing.

Problem Statement 3: Grades 3 & 4 did not meet the 50%tile growth percentile from BOY to EOY on MAP Math **Root Cause**: Tier 1 instruction must be enhanced to ensure greater rigor, consistency and alignment with grade -level expectations.

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, family engagement in school activities will increase by 30% as measured by attendance records at school events, participation rates in learner led conferences and volunteer involvement.

Evaluation Data Sources: Sign-in sheets, parent feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: We will engage families in school wide events such as STEAM Night, Multicultural Night, Bear Share, movie nights, BBB (Bears, Book and Bingo, new student registration night and end-of-the-year celebrations. **Strategy's Expected Result/Impact:** Increased family involvement and strengthened home-school partnerships through participation in diverse, school-wide events, leading to enhanced community connection, improved student motivation, and support for student success. **Staff Responsible for Monitoring:** Admin, teachers **Title I:** 2.52 **Funding Sources:** Materials and supplies - 211 Title I, Part A - $732				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: We will provide resources and materials to families in order to support students achieving their academic goals. **Strategy's Expected Result/Impact:** Families will be better equipped to support learning at home, resulting in increased student progress toward academic goals. **Staff Responsible for Monitoring:** Admin, teachers **Title I:** 2.51, 2.52 **Problem Statements:** Demographics 1 - Student Learning 1, 6 - School Processes & Programs 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Students who are 2 or more races did not meet expected growth in student achievement on the Reading and Math STAAR test. **Root Cause**: Data disaggregation may have grouped these students with other populations, masking their unique needs.

Student Learning

Problem Statement 1: Reading MAP Growth assessment results indicate that Kindergarten and 1st grade students performed significantly below their expected growth measure. **Root Cause**: Tier 1 instruction must be enhanced to ensure greater rigor, consistency, and alignment with grade-level expectations and evidence-based literacy practices especially in the areas of comprehension and writing.

Problem Statement 6: Students who are 2 or more races did not meet expected growth in student achievement on the Reading and Math STAAR test. **Root Cause**: Data disaggregation may have grouped these students with other populations, masking their unique needs.

School Processes & Programs

Problem Statement 2: Reading MAP Growth assessment results indicate that Kindergarten and 1st grade students performed significantly below their expected growth measure. **Root Cause**: Tier 1 instruction must be enhanced to ensure greater rigor, consistency, and alignment with grade-level expectations and evidence-based literacy practices especially in the areas of comprehension and writing.

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, at least 45% of 3rd and 4th grade students will participate in a student leadership opportunity such as Student Council, Principal's Advisory Committee, RB Steppers, Social Media Rangers, Student Newspaper and Bear Ambassadors.

Evaluation Data Sources: Sign in sheets, student applications

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: A leadership fair will be held so that 3rd and 4th grade students can explore the different student leadership opportunities available to them on campus. **Strategy's Expected Result/Impact:** Increased awareness and student participation in leadership opportunities among 3rd and 4th graders, fostering leadership skills, student voice, and a stronger sense of ownership and engagement within the school community. **Staff Responsible for Monitoring:** Admin, student leadership group sponsors **Title I:** 2.53, 2.531				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: By the end of the 2025-2026 school year, we will increase the percentage of teachers effectively integrating instructional technology into their lessons from 50% to 75% to enhance instructional effectiveness and transform the learner experience.

Evaluation Data Sources: observations, teacher feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Establish a monthly Technology Committee dedicated to exploring and evaluating emerging technology tools. Committee members will collaboratively brainstorm practical classroom applications, pilot the tools in their own instructional settings, and actively share their experiences and best practices with colleagues through peer-led training and support. **Strategy's Expected Result/Impact:** Increased adoption of effective tech tools and instructional innovation through peer-led collaboration and classroom integration **Staff Responsible for Monitoring:** Digital Learning Coach, Administrators **Title I:** 2.52, 2.53, 2.534 **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Utilize a Digital Learning Coach to provide job-embedded support that helps teachers effectively integrate technology into instruction, enhancing student learning and engagement **Strategy's Expected Result/Impact:** Increased teacher confidence and skill in using technology to support instruction, leading to more engaging, personalized, and effective learning experiences for students. **Staff Responsible for Monitoring:** Administrators **Title I:** 2.52, 2.53, 2.534 **Problem Statements:** School Processes & Programs 1 **Funding Sources:** - 211 Title I, Part A - $74,584				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Although technology is available across the campus, it is not being consistently or fully leveraged to maximize its impact on teaching and learning. **Root Cause**: Teachers need more targeted coaching and support on how to purposefully integrate instructional technology in ways that transform the learner experience and enhance instructional effectiveness.

Title I Personnel

Name	Position	Program	FTE
Jill Peterson	Digital Learning Coach	Title 1	1
Jordan Reeves	Title 1 Instructional Assistant	Title 1	1
Title 1 Tutors	Title 1 tutors	Title 1	1

Campus Guiding Coalition

Committee Role	Name	Position
CLAMP Staff	Houtchens Jenni	Art Teacher
Classroom Teacher	Macie Cannon	Kindergarten Teacher
Early Childhood Teacher	Starr Shelton	PreK Teacher
Special Education Teacher	Casey Gideon	CASL Teacher
Special Education Teacher	Kevin Bradford	Resource Teacher
Classroom Teacher	Kim Young	4th Grade ELAR/SS Teacher
Classroom Teacher	Kristine Morris	4th Grade Math/Sci Teacher
Classroom Teacher	Alana Conner	3rd Grade ELAR/SS Teacher
Classroom Teacher	Robin Haas	3rd Grade Math/Sci Teacher
Classroom Teacher	Amy Schorlemmer	2nd Grade ELAR/SS Teacher
Classroom Teacher	Kim Labar	2nd Grade Math/Sci Teacher
Classroom Teacher	Zoe Cobb	1st Grade Teacher
Classroom Teacher	Katie Kruger	1st Grade Teacher
Classroom Teacher	Cara McQueen	Kindergarten Teacher
Support Staff	Jill Peterson	Digital Learning Coach
Administrator	Lisa Bishop	Counselor
Support Staff	Laura Gage	Math/Sci Instructional Coach
Support Staff	Felicia Neville	ELAR/SS Instructional Coach
Support Staff	Melanie Winslow	MTSS Coordinator
Administrator	Lauren Guest	Assistant Principal
Administrator	Heather Sherman	Principal

Campus Funding Summary

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	6 onsite coaching visits from Solution Tree PLC Educational Consultant		$7,100.00
2	1	1	Research based phonics instructional materials		$5,000.00
2	1	2			$7,000.00
2	3	2	Title 1 Academic Tutors		$18,000.00
2	3	4	Title 1 Instructional Assistant		$26,776.00
3	1	1	Materials and supplies		$732.00
4	1	2			$74,584.00
				Sub-Total	$139,192.00
				Budgeted Fund Source Amount	$139,192.00
				+/- Difference	$0.00
				Grand Total Budgeted	$139,192.00
				Grand Total Spent	$139,192.00
				+/- 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