

Corsicana Independent School District

2025-2026 Collins Intermediate Campus Improvement Plan

2025-2026 Campus Improvement Plan



Mission Statement

Corsicana I.S.D. in partnership with parents and the community, will teach a rigorous and relevant curriculum in a safe and nurturing environment, preparing our students to succeed and work in a diverse world and encouraging them to become lifelong learners.

Vision

Vision 2020

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

To ensure the successful implementation and sustainability of this Local Improvement Plan, Collins Intermediate will maintain a continuous improvement cycle that emphasizes **accountability, targeted support, and data-driven decision-making**. The following strategic actions will be implemented to reinforce campus goals and ensure measurable growth in student achievement and school culture:

Targeted Coaching

Intensive, individualized coaching cycles will be provided for teachers who are not yet implementing instructional or behavioral strategies with fidelity. Instructional leaders will use walkthrough and observation data to identify areas for support, set clear goals, and monitor progress through coaching logs and follow-up observations.

Reteach and Intervention Block Adjustment

Intervention schedules and **Tiger Time** blocks will be adjusted to directly address learning gaps identified through ongoing assessment data. Priority will be given to strengthening **Tier 1 instruction** to reduce the number of students requiring Tier 2 and Tier 3 interventions.

Leadership Accountability

Campus and district leaders will hold **feedback and support conferences** with teachers not meeting expectations in instructional implementation, classroom management, or data use. These conferences will include clearly defined next steps, follow-up timelines, and evidence of progress monitoring.

District Escalation and Support

If significant progress is not evident within established benchmarks, the plan will escalate to include **district-level instructional support**, targeted resource reallocation, or temporary staffing adjustments. District specialists may be assigned to provide additional coaching, model lessons, or data analysis assistance.

Increased Data Cycles

To strengthen instructional responsiveness, the campus will transition from monthly to **bi-weekly data meetings**, allowing leadership and teaching teams to tighten the feedback loop between assessment, reteach, and intervention. Data protocols will ensure each cycle results in actionable adjustments to instruction and support plans.

In summary, this plan emphasizes *responsive leadership, consistent monitoring, and aligned supports* to improve student outcomes, strengthen instructional practices, and close achievement gaps. Through collaboration, accountability, and targeted professional growth, Collins Intermediate is committed to ensuring that all students experience academic success and a positive, engaging school culture.

Demographics

Demographics Summary

Collins Intermediate School is a 5th and 6th grade campus that serves 890 students. 79% of the students are considered Economically Disadvantaged.

The demographics for the school are as follows:

Hispanic - 53.5%

White - 21.9%

African American - 15.7%

Pacific Islander - 3.8%

Two or More Races - 3.6%

Economically Disadvantages - 79%

EB Students - 38%

504 Students - 8%

Special Education - 26%

Gifted and Talented - 14%

Attendance Rate - 93.7%

Demographics Strengths

The ethnic makeup and enrollment have remained steady from the previous year, allowing Collins Intermediate School to plan accordingly.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There has been a drastic increase in the number of students identified as qualifying for special education services, which has led to an increase in supports to address student needs without a corresponding increase in staff to address these needs.

Root Cause: The rise in special education identification at Collins Intermediate is likely driven by a combination of a higher-need student cohort entering grades 5-6, impacted by pandemic learning loss and related risk factors, combined with statewide trends of increased dyslexia and special-education identification from enhanced screening, enforcement after prior under-identification, and new TEA guidance.

Problem Statement 2 (Prioritized): Although overall student performance shows growth and stability, African American and Pacific Islander students are not performing at the

same levels as their peers, creating achievement gaps that require targeted instructional strategies, culturally responsive practices, and additional support to ensure equitable outcomes.

Root Cause: The achievement gaps for African American and Pacific Islander students stem from limited access to targeted academic interventions, inconsistent implementation of culturally responsive instructional practices, and gaps in family/community engagement that impact student support and success.

Student Achievement

Student Achievement Summary

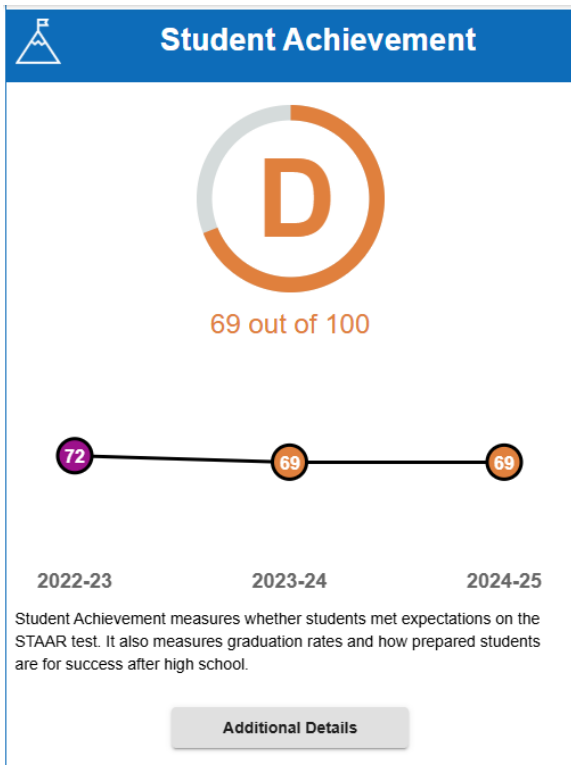
2025 STAAR Performance

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
Percent of Tests									
At Approaches GL Standard or Above	63%	49%	63%	70%	55%	95%	63%	79%	60%
At Meets GL Standard or Above	34%	19%	33%	42%	45%	85%	25%	43%	29%
At Masters GL Standard	13%	6%	12%	17%	9%	65%	5%	12%	10%
Number of Tests									
At Approaches GL Standard or Above	1,340	147	714	336	6	19	50	68	1,073
At Meets GL Standard or Above	711	56	372	204	5	17	20	37	526
At Masters GL Standard	267	18	140	81	1	13	4	10	183
Total Tests	2,112	302	1,132	482	11	20	79	86	1,794
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	65%	50%	65%	69%	*	88%	68%	82%	61%
At Meets GL Standard or Above	40%	25%	38%	53%	*	88%	21%	47%	35%
At Masters GL Standard	15%	6%	14%	22%	*	75%	3%	12%	11%
Number of Tests									
At Approaches GL Standard or Above	546	60	294	133	*	**	23	28	434
At Meets GL Standard or Above	335	30	173	101	*	**	7	16	251
At Masters GL Standard	123	7	63	42	*	**	1	4	80
Total Tests	845	121	452	192	*	**	34	34	716
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	65%	54%	63%	71%	*	100%	65%	80%	62%
At Meets GL Standard or Above	33%	17%	32%	40%	*	88%	32%	43%	29%
At Masters GL Standard	13%	7%	13%	15%	*	75%	6%	14%	11%
Number of Tests									

Number of Tests									
At Approaches GL Standard or Above	552	67	287	137	*	**	22	28	445
At Meets GL Standard or Above	277	21	145	76	*	**	11	15	205
At Masters GL Standard	109	8	59	29	*	**	2	5	79
Total Tests	849	123	453	192	*	**	34	35	719
Science									
Percent of Tests									
At Approaches GL Standard or Above	58%	34%	59%	67%	*	*	45%	71%	54%
At Meets GL Standard or Above	24%	9%	24%	28%	*	*	18%	35%	19%
At Masters GL Standard	8%	5%	8%	10%	*	*	9%	6%	7%
Number of Tests									
At Approaches GL Standard or Above	242	20	133	66	*	*	5	12	194
At Meets GL Standard or Above	99	5	54	27	*	*	2	6	70
At Masters GL Standard	35	3	18	10	*	*	1	1	24
Total Tests	418	58	227	98	*	*	11	17	359

	2024 STAAR			2025 STAAR		
	5th Grade Math			5th Grade Math		
	Approaches	Meets	Masters	Approaches	Meets	Masters
State				73%	46%	22%
Region 12	73%	45%	15%	70%	41%	17%
CISD	70%	35%	11%	57%	30%	9%
	STAAR 5th ELA			STAAR 5th ELA		
State				77%	58%	30%
Region 12	77%	50%	24%	74%	53%	25%
CISD	68%	40%	13%	64%	36%	15%
	6th Grade Math			6th Grade Math		
State				71%	37%	15%
Region 12	77%	50%	24%	69%	33%	12%
CISD	68%	40%	13%	68%	29%	13%
	6th Grade Reading			6th Grade Reading		
State				75%	54%	28%
Region 12	77%	50%	24%	73%	49%	22%
CISD	68%	40%	13%	60%	38%	14%
	5th Science			5th Science		
State				50%	22%	7%
Region 12	53%	23%	9%	50%	17%	0%
CISD	46%	16%	5%	55%	21%	7%

Federal Accountability



Student Achievement Strengths

5th grade science scores increased across all performance levels — Approaches, Meets, and Masters — while math and ELAR scores remained consistent without major decreases, reflecting overall stability and growth in core content areas.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Across multiple grade levels and content areas, Collins Intermediate students are consistently performing below both state and Region 12 averages in Math, Reading/ELA, and Science.

Root Cause: Inconsistent lesson planning and limited use of data-driven instructional practices have resulted in gaps in the alignment, rigor, and delivery of Tier 1 instruction, contributing to students performing below state and regional averages across Math, Reading/ELA, and Science.

School Culture and Climate

School Culture and Climate Summary

Over the past year, our campus culture and climate have shown measurable improvements. Staff morale has rebounded, and we were able to retain a strong core of quality teachers and staff who are deeply committed to student success. Student behavior also demonstrated areas of growth, reflecting the positive impact of stronger systems and expectations. While challenges remain—such as an uptick in discipline referrals and consequences—the overall trend in school culture is moving in the right direction.

School Culture and Climate Strengths

- **Staff Commitment and Retention:** We retained many high-quality teachers and staff last year, which has provided much-needed consistency for students. Staff members demonstrate genuine care for their students and are consistently willing to go above and beyond to support both academic and social-emotional needs.
- **Positive Interactions:** The use of positive language and tone in staff–student interactions has increased. This shift has helped foster a more welcoming, supportive, and encouraging environment across the campus.
- **Staff Investment in Culture:** Teachers and staff are more engaged in culture-building efforts, contributing their time, energy, and ideas to make the school a better place for students.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Over the last three years, our campus experienced a decline in both staff and student culture. For students, the absence of consistent expectations led to a drop in engagement, ownership, and pride in their school environment.

Root Cause: For Students: A lack of consistent expectations and accountability over the past three years weakened student ownership, engagement, and sense of belonging. Without clear standards and consistent recognition, student culture declined.

Problem Statement 2: Over the last three years, our campus experienced a decline in both staff and student culture. For students, the absence of consistent expectations led to a drop in engagement, ownership, and pride in their school environment.

Root Cause: For Staff: While morale has begun to rebound, the earlier decline was tied to limited recognition, disrupted routines, and the challenges of maintaining momentum during difficult years. Visible progress in 2023-2024 showed that intentional investment in staff culture works, but sustaining and deepening these efforts is necessary to prevent regression.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Over the past year, our campus has made significant progress in hiring and retaining qualified staff. All 6th grade ELAR teachers are now ESL certified, which strengthens instructional practices and ensures students receive high-quality support aligned to their needs. Retaining experienced and high-quality staff has provided stability, consistency of expectations, and continuity in instructional practices. This stability has been especially important in building trust and culture within the school community.

Staff Quality, Recruitment, and Retention Strengths

- **Qualified Hiring:** Recruitment efforts have resulted in more qualified hires, such as ensuring all 6th-grade ELAR teachers hold ESL certification.
- **Retention of High-Quality Staff:** Strong staff retention has provided consistency in teaching practices and reinforced clear expectations for students.
- **Commitment to Growth:** Teachers and staff demonstrate dedication to professional learning and improving instruction, which benefits students directly.
- **Consistency in Expectations:** Maintaining staff stability has supported stronger alignment in academic and behavior expectations across grade levels and classrooms.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Despite recent progress in staff quality and retention, our district continues to face challenges in attracting a broad pool of qualified applicants. Recruitment is hindered by limited movement into the town, as few local factors are drawing new employees into the district. This makes it difficult to expand the candidate pool and consistently secure highly qualified applicants for all positions.

Root Cause: The shortage of qualified applicants is primarily due to geographic and demographic factors. Being located in a smaller town with limited economic or cultural draw reduces the likelihood of attracting new educators from outside the area. As a result, most of the teaching staff are either homegrown or local, and many enter the profession through alternative certification programs rather than tradit

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Over the past year, the campus has strengthened its focus on curriculum fidelity, instructional practices, and assessment alignment. Teachers are now expected to teach directly from the adopted curriculum to ensure students are consistently exposed to high-quality, rigorous materials. Each subject and grade level has implemented common unit assessments, making it easier to analyze data across classrooms and identify trends in student learning. Additionally, reading and math staff completed training in research-based instructional strategies, equipping them to implement evidence-based practices in the upcoming school year.

Curriculum, Instruction, and Assessment Strengths

- **Curriculum Fidelity:** Clear expectations that teachers follow the adopted curriculum ensure consistency and rigor across classrooms.
- **Aligned Assessments:** Use of common unit tests across subjects and grade levels supports more effective data analysis and collaborative instructional planning.
- **Professional Learning:** Reading and math teachers engaged in training on research-based instructional strategies, building capacity for more effective instruction.
- **Focus on Rigor:** Increased emphasis on high-quality materials ensures students are challenged and supported at appropriate levels.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): While progress has been made in curriculum alignment and professional development, challenges remain in ensuring consistent implementation across all classrooms.

Root Cause: The root cause of these challenges lies in varying levels of teacher experience and comfort with implementing new curriculum expectations and instructional strategies. Teachers may lack ongoing support or coaching to effectively apply research-based practices while adapting lessons to meet the diverse needs of students.

Problem Statement 2 (Prioritized): While common assessments provide useful data, there is still a need to strengthen how data is used to drive instruction and interventions.

Root Cause: While assessments are now common across grade levels, systems for analyzing and acting on data are still developing, limiting the full potential of data-driven decision making.

Family and Community Engagement

Family and Community Engagement Summary

Family and community engagement showed some bright spots over the past year, particularly with a highly attended Title I/Literacy/Game Night event that brought families and students together in meaningful ways. Students and parents actively participated in literacy activities, with incentives provided through a raffle that was supported by local business donations. Despite this success, overall engagement from families and community partners remains limited, particularly with PTO involvement, teacher appreciation sponsorships, and consistent participation across all demographic groups.

Family and Community Engagement Strengths

- **Successful Events:** The Title I/Literacy/Game Night was well-attended and provided students and families with engaging, educational activities.
- **Community Partnerships:** Several local companies supported the raffle by donating items, showing the potential for building stronger business partnerships.
- **Family Involvement in Learning:** Families who actively engage with students in literacy-based activities, reinforcing the importance of family involvement in academics.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1 (Prioritized): Family and community engagement remains inconsistent and limited across the campus. The PTO has had low levels of participation and teacher appreciation activities receive only minimal support from sponsors. While some events have been successful, family involvement--particularly among African American, Hispanic, and Pacific Islander families--remains low. Gaps in communication may contribute to fam

Root Cause: The primary causes of limited engagement include inconsistent or ineffective communication channels reaching all families, particularly those from underrepresented groups. Additionally, the campus has not yet built strong, sustainable systems for recruiting, supporting, and retaining family and community involvement through the PTO and sponsorships.

School Organization

School Organization Summary

Over the past year, the campus has worked to strengthen systems and structures that support both staff and students. Clearer expectations have been set for curriculum implementation, behavior management, and professional collaboration, creating greater consistency across grade levels and subject areas. While progress has been made, there is still work to do in ensuring that organizational systems are efficient, consistently applied, and fully aligned with the school's vision and goals.

School Organization Strengths

- **Consistency of Expectations:** Teachers are held to clear expectations, such as teaching from the adopted curriculum and using common assessments, which creates stronger alignment across the school.
- **Collaborative Structures:** Common planning and data analysis practices provide staff with opportunities to collaborate and address student needs collectively.
- **Improved Systems:** Schoolwide systems for instruction, behavior, and assessment are better defined than in previous years, supporting a more structured learning environment.
- **Commitment to Growth:** Staff demonstrate willingness to adjust practices and align to organizational expectations to improve outcomes for students.

Problem Statements Identifying School Organization Needs

Problem Statement 1: Despite improvements, gaps in organizational consistency remain. Some systems are not fully implemented or vary across classrooms and grade levels, which can lead to uneven student experiences.

Root Cause: The root cause of these organizational challenges lies in a combination of factors, including varying levels of staff experience, limited time for training and monitoring of systems, and a need for clearer communication channels. In some cases, structures are in place but not consistently reinforced or monitored, which reduces their effectiveness and creates inconsistencies in implementation.

Technology

Technology Summary

Our campus has made significant strides in expanding technology access and integration. As a **1:1 campus**, every student has access to a personal device, ensuring equitable opportunities to engage with digital resources for learning and assessment. In addition, every classroom is equipped with a **Promethean Board**, giving teachers interactive tools to enhance instruction and student engagement. While technology is widely available and has strengthened instruction in many ways, careful balance is still needed to ensure it enhances rather than replaces strong instructional practices.

Technology Strengths

- - **1:1 Access:** All students are equipped with personal devices, allowing for greater equity and opportunities for digital learning.
 - **Promethean Boards:** Every classroom has a Promethean Board, supporting interactive lessons and engaging, visual instruction.
 - **Instructional Support:** Technology is used for curriculum delivery and assessment, helping teachers gather and analyze student performance data more efficiently.
 - **Professional Use:** Teachers utilize technology for planning, instruction, and communication with families.

Problem Statements Identifying Technology Needs

Problem Statement 1: Although technology has become an integral part of the learning environment, there is a risk of fixation on technology in lieu of quality instruction. Some lessons overly emphasize the use of digital tools without fully leveraging strong instructional practices such as questioning, discussion, differentiation, and relationship building. This imbalance can limit the effectiveness of instruction and

Root Cause: The root cause of this challenge lies in the perception that the presence of technology alone ensures effective teaching and learning. While devices and Promethean Boards are powerful tools, without a strong foundation in instructional best practices, they can become a substitute rather than a support for high-quality teaching. Inconsistent professional development and limited monitoring of instru

Priority Problem Statements

Problem Statement 1: Family and community engagement remains inconsistent and limited across the campus. The PTO has had low levels of participation and teacher appreciation activities receive only minimal support from sponsors. While some events have been successful, family involvement--particularly among African American, Hispanic, and Pacific Islander families--remains low. Gaps in communication may contribute to fam

Root Cause 1: The primary causes of limited engagement include inconsistent or ineffective communication channels reaching all families, particularly those from underrepresented groups. Additionally, the campus has not yet built strong, sustainable systems for recruiting, supporting, and retaining family and community involvement through the PTO and sponsorships.

Problem Statement 1 Areas: Family and Community Engagement

Problem Statement 2: Although overall student performance shows growth and stability, African American and Pacific Islander students are not performing at the same levels as their peers, creating achievement gaps that require targeted instructional strategies, culturally responsive practices, and additional support to ensure equitable outcomes.

Root Cause 2: The achievement gaps for African American and Pacific Islander students stem from limited access to targeted academic interventions, inconsistent implementation of culturally responsive instructional practices, and gaps in family/community engagement that impact student support and success.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Over the last three years, our campus experienced a decline in both staff and student culture. For students, the absence of consistent expectations led to a drop in engagement, ownership, and pride in their school environment.

Root Cause 3: For Students: A lack of consistent expectations and accountability over the past three years weakened student ownership, engagement, and sense of belonging. Without clear standards and consistent recognition, student culture declined.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: While common assessments provide useful data, there is still a need to strengthen how data is used to drive instruction and interventions.

Root Cause 4: While assessments are now common across grade levels, systems for analyzing and acting on data are still developing, limiting the full potential of data-driven decision making.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: While progress has been made in curriculum alignment and professional development, challenges remain in ensuring consistent implementation across all classrooms.

Root Cause 5: The root cause of these challenges lies in varying levels of teacher experience and comfort with implementing new curriculum expectations and instructional strategies. Teachers may lack ongoing support or coaching to effectively apply research-based practices while adapting lessons to meet the diverse needs of students.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: By May 2026, improve overall student culture by increasing engagement, pride, and sense of belonging -- as evidenced by a 10% reduction in discipline referrals and an increase in student attendance rates to at least 95%, compared to the 2024-2025 baseline.

Performance Objective 1: Implement Capturing Kids' Hearts strategies campus-wide, ensuring all staff complete training by September 2025 to increase student belonging and student culture.

High Priority

Evaluation Data Sources: Assistant principals monitor classroom management fidelity during walkthroughs using a rubric aligned to PBIS/CKH. Counselors will monitor monthly through classroom SEL lessons.

Strategy 1 Details	Reviews			
Strategy 1: Social-Emotional Learning (SEL) integration and positive relationship-building programs (e.g., Capturing Kids' Hearts). Strategy's Expected Result/Impact: Increased positive student culture indicators Staff Responsible for Monitoring: Campus leadership team conducts monthly review of campus culture key points including attendance, discipline referrals, and student engagement. Problem Statements: School Culture and Climate 1 Funding Sources: - 211 Title I	Formative			Summative
	Nov	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Over the last three years, our campus experienced a decline in both staff and student culture. For students, the absence of consistent expectations led to a drop in engagement, ownership, and pride in their school environment. Root Cause: For Students: A lack of consistent expectations and accountability over the past three years weakened student ownership, engagement, and sense of belonging. Without clear standards and consistent recognition, student culture declined.

Goal 1: By May 2026, improve overall student culture by increasing engagement, pride, and sense of belonging -- as evidenced by a 10% reduction in discipline referrals and an increase in student attendance rates to at least 95%, compared to the 2024-2025 baseline.

Performance Objective 2: Launch weekly student recognition and 9-week attendance incentives to promote student engagement and accountability.

High Priority

Evaluation Data Sources: Attendance reports, discipline reports, staff feedback. Admin team will meet monthly to discuss the trends.

Strategy 1 Details	Reviews			
Strategy 1: Attendance interventions such as recognition programs and attendance incentives. Strategy's Expected Result/Impact: Increased attendance resultsing in increased student achievement. Staff Responsible for Monitoring: With assistance from attencae secretary, the admin team will meet monthly to discuss the trends. Problem Statements: Family and Community Engagement 1 Funding Sources: Incentive Items and Experiences for students. - 211 Title I	Formative			Summative
	Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Family and Community Engagement
Problem Statement 1: Family and community engagement remains inconsistent and limited across the campus. The PTO has had low levels of participation and teacher appreciation activities receive only minimal support from sponsors. While some events have been successful, family involvement--particularly among African American, Hispanic, and Pacific Islander families--remains low. Gaps in communication may contribute to fam Root Cause: The primary causes of limited engagement include inconsistent or ineffective communication channels reaching all families, particularly those from underrepresented groups. Additionally, the campus has not yet built strong, sustainable systems for recruiting, supporting, and retaining family and community involvement through the PTO and sponsorships.

Goal 2: By May 2026, student achievement at Collins Intermediate will increase through high-quality, aligned instruction and data-driven decision-making, resulting in improved student performance across all content areas as measured by interim assessments, MAP Growth, and STAAR outcomes.

Performance Objective 1: By May 2026, 95% of classroom observations will reflect the use of HQIM and RBIS-aligned instructional practices that promote rigor and engagement with complex content.

Evaluation Data Sources: Observation walkthrough tools, region 12 visits, distirict walkthrough evaluation data
Person responsible for monitoring: Principal, assistant principals, instructional coaches, Executive Director of C&I.

Strategy 1 Details	Reviews			
Strategy 1: Strengthen curriculum fidelity by embedding RBIS focus areas into internalization, instructional delivery, and feedback cycles to ensure alignment to pacing guides and HQIM. Strategy's Expected Result/Impact: 95% of classrooms demonstrate alignment to district pacing guides and adopted HQIM as evidenced by lesson plan reviews, walkthroughs, and formal observations by May 2026. Increased quality of lesson internalization and delivery reflected in walkthrough trend data showing growth in curriculum alignment and RBIS implementation across all campuses. Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction: Oversees curriculum implementation, RBIS integration, and ensures district-wide alignment. Campus Principals: Monitor implementation fidelity through walkthroughs, observations, and lesson plan reviews. Instructional Coaches: Support teachers through internalization sessions, coaching cycles, and real-time feedback. Funding Sources: - 211 Title I	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Strengthen teacher practice through aligned coaching cycles, targeted professional learning, and calibrated feedback systems to ensure consistent implementation of RBIS and HQIM. Strategy's Expected Result/Impact: 100% of teachers participate in quarterly coaching cycles focused on improving implementation of HQIM and RBIS practices. Coaching feedback is delivered within 48 hours of walkthroughs and observations, resulting in observable adjustments in instructional delivery. Professional learning sessions are directly tied to trend data from walkthroughs, ensuring PD addresses real instructional gaps. Leadership teams demonstrate calibration in identifying RBIS-aligned instruction, increasing reliability and consistency across campuses. Walkthrough and observation trend data show measurable growth in the quality and consistency of instruction. Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction: Oversees district coaching framework and ensures alignment between PD, coaching, and district priorities. Campus Principals: Schedule and monitor teacher participation in coaching cycles and ensure feedback loops are completed. Instructional Coaches: Facilitate coaching cycles, provide job-embedded support, and document progress in coaching logs. Curriculum Coordinators / Specialists: Support calibration of leadership teams and alignment of PD content with instructional priorities. Funding Sources: - 211 Title I	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: By May 2026, student achievement at Collins Intermediate will increase through high-quality, aligned instruction and data-driven decision-making, resulting in improved student performance across all content areas as measured by interim assessments, MAP Growth, and STAAR outcomes.

Performance Objective 2: All teachers will engage in ongoing professional learning aligned to research-based instructional practices and RBIS focus areas throughout the school year.

Evaluation Data Sources: PLC agendas, Observation walkthrough tools, region 12 visits, district walkthrough evaluation data
Person responsible for monitoring: Principal, assistant principals, instructional coaches, Executive Director of C&I.

Strategy 1 Details	Reviews			
Strategy 1: Sequence learning around key RBIS focus areas -- complex text, evidence-based responses, background knowledge, conceptual/procedural balance, coherence, and productive struggle. Strategy's Expected Result/Impact: Teachers demonstrate increased skill in delivering rigorous, student-centered instruction. Staff Responsible for Monitoring: Principal: Oversees PD plan and ensures alignment to campus priorities. Assistant Principal: Supports implementation and follow-up monitoring. Instructional Coach: Designs and delivers professional learning, models strategies, and supports transfer into classroom practice.	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Ensure observation and feedback conversations are explicitly rooted in RBIS, using it as the foundation for coaching and professional learning. Strategy's Expected Result/Impact: Feedback conversations are consistent, targeted, and instructionally meaningful. Teachers demonstrate increased proficiency in RBIS-aligned instructional practices over time. Walkthrough and observation trend data reflect growth in RBIS implementation. Professional learning is strategically aligned to real instructional needs, Staff Responsible for Monitoring: Principal & Assistant Principal: Calibrate leadership team on RBIS-aligned look-for tool and feedback expectations. Instructional Coach: Deliver targeted feedback, coach teachers in RBIS-aligned practices, and align coaching cycles to walkthrough trends. Teacher Leaders: Support peer feedback and modeling of RBIS-aligned practices in classrooms.	Formative			Summative
	Nov	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: By May 2026, student achievement at Collins Intermediate will increase through high-quality, aligned instruction and data-driven decision-making, resulting in improved student performance across all content areas as measured by interim assessments, MAP Growth, and STAAR outcomes.

Performance Objective 3: By May 2026, 100% of grade-level and content PLCs will engage in structured planning, data analysis, and collaborative problem-solving aligned to RBIS and HQIM, resulting in consistent implementation of rigorous instruction.

Strategy 1 Details	Reviews			
Strategy 1: Ensure all PLCs are structured and focused on instructional planning, not logistics. Strategy's Expected Result/Impact: All PLCs operate with clarity, consistency, and purpose. Instructional planning becomes the anchor of collaboration. Staff Responsible for Monitoring: Principal, Instructional Coach, PLC Leads, Teacher Leaders	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Identify and train PLC leads on facilitation skills, RBIS integration, data analysis protocols, and HQIM internalization Strategy's Expected Result/Impact: Strong teacher leadership driving instructional conversations. Consistent quality of PLCs across all grade levels. Increased teacher ownership of instructional planning and problem-solving. Staff Responsible for Monitoring: Principal, Instructional Coach, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: By May 2026, student achievement at Collins Intermediate will increase through high-quality, aligned instruction and data-driven decision-making, resulting in improved student performance across all content areas as measured by interim assessments, MAP Growth, and STAAR outcomes.

Performance Objective 4: By May 2026, 100% of teachers will use formative and interim assessment data to inform instruction and provide targeted supports, resulting in increased student performance on MAP Growth, interim assessments, and STAAR.

Strategy 1 Details	Reviews			
Strategy 1: Implement a systematic DDI process that includes formative and interim assessment analysis, reteach/ intervention planning, and progress monitoring. Strategy's Expected Result/Impact: 100% of teachers consistently use formative and interim data to guide instruction. Reteach and intervention plans are tightly aligned to student learning needs. Instruction becomes more responsive, targeted, and differentiated. Measurable student growth on MAP, interim, and STAAR assessments. Increased teacher confidence and efficacy in data-informed decision making. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach PLC Leads / Teacher Leaders	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Establish a campuswide data cycle integrating common assessments, structured analysis, instructional response planning, and follow-up progress checks. Strategy's Expected Result/Impact: 100% of teachers engage in regular, structured data cycles. Instructional adjustments are intentional and targeted to address identified gaps. Increased alignment between data analysis and classroom instruction. Student performance improves on subsequent assessments. Teachers become more confident and fluent in using data to guide instruction. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach PLC Facilitators / Teacher Leaders	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: By May 2026, student achievement at Collins Intermediate will increase through high-quality, aligned instruction and data-driven decision-making, resulting in improved student performance across all content areas as measured by interim assessments, MAP Growth, and STAAR outcomes.

Performance Objective 5: By May 2026, 100% of teachers will analyze common assessment data to identify targeted instructional responses, as evidenced by PLC protocols, reteach plans, and observation of responsive instruction.

- Evaluation Data Sources:** PLC agendas and minutes documenting data analysis and instructional next steps
- Completed PLC data protocol forms
- Reteach and intervention plans aligned to identified student needs
- Instructional walkthrough data showing implementation of targeted strategies
- Coaching and feedback logs aligned to data-informed instructional adjustments
- Common assessment results showing growth after reteach cycles
- Student work samples demonstrating improvement in targeted skills
- MAP Growth and interim assessment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Provide structured data analysis protocols and targeted PLC training to build teacher capacity for using assessment data to drive instruction and intervention. Strategy's Expected Result/Impact: 100% of PLCs consistently follow structured data analysis protocols during scheduled cycles. Teacher teams demonstrate increased capacity to identify student learning gaps and connect them to targeted instructional strategies. Intervention plans show at least 90% alignment between identified needs and corresponding actions. Instruction becomes more responsive and differentiated, leading to improved student performance on common and interim assessments. Staff Responsible for Monitoring: Principal Instructional Coach PLC Facilitators				



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: By May 2026, reduce the reading and math achievement gap between African American and Pacific Islander students and their peers by 10 percentage points.

Performance Objective 1: Implement weekly targeted interventions based on assessment data during structured Tiger Time classes to address specific learning gaps.

High Priority

Evaluation Data Sources: Leadership team tracks subgroup performance every six weeks.

Teachers analyze and document unit assessment data after each cycle to guide Tiger Time intervention plans.

Strategy 1 Details	Reviews			
Strategy 1: Utilize culturally responsive teaching and targeted small-group instruction to meet diverse learning needs. Strategy's Expected Result/Impact: Increased academic performance Staff Responsible for Monitoring: teachers and admin staff will monitor Problem Statements: Demographics 2 Funding Sources: - 211 Title I	Formative			Summative
	Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Although overall student performance shows growth and stability, African American and Pacific Islander students are not performing at the same levels as their peers, creating achievement gaps that require targeted instructional strategies, culturally responsive practices, and additional support to ensure equitable outcomes. Root Cause: The achievement gaps for African American and Pacific Islander students stem from limited access to targeted academic interventions, inconsistent implementation of culturally responsive instructional practices, and gaps in family/community engagement that impact student support and success.

Goal 3: By May 2026, reduce the reading and math achievement gap between African American and Pacific Islander students and their peers by 10 percentage points.

Performance Objective 2: Conduct targeted data collection and analysis after each unit assessment to inform instruction and intervention planning.

High Priority

Evaluation Data Sources: Leadership team tracks subgroup performance every six weeks.

Teachers analyze and document unit assessment data after each cycle to guide Tiger Time intervention plans.

Strategy 1 Details	Reviews			
Strategy 1: MTSS interventions and progress monitoring to ensure timely support. Strategy's Expected Result/Impact: Increase student academic success on unit and common assessments. Staff Responsible for Monitoring: Teachers and administrative team. Problem Statements: Demographics 2 Funding Sources: - 211 Title I	Formative			Summative
	Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Although overall student performance shows growth and stability, African American and Pacific Islander students are not performing at the same levels as their peers, creating achievement gaps that require targeted instructional strategies, culturally responsive practices, and additional support to ensure equitable outcomes. Root Cause: The achievement gaps for African American and Pacific Islander students stem from limited access to targeted academic interventions, inconsistent implementation of culturally responsive instructional practices, and gaps in family/community engagement that impact student support and success.

Goal 4: By May 2026, increase family participation in school-sponsored events by 20%, with targeted outreach to African American, Hispanic, and Pacific Islander families.

Performance Objective 1: Conduct family interest surveys twice annually to guide event planning and ensure alignment with community needs.

High Priority

Evaluation Data Sources: Leadership team reviews family engagement participation data to measure growth and identify underrepresented groups.

Strategy 1 Details	Reviews			
Strategy 1: Foster community-based engagement by partnering with local organizations, churches, and cultural centers to promote events. Strategy's Expected Result/Impact: Increase involvement of families by 20% of our targeted outreach African American, Hispanic, and Pacific Islander families. Staff Responsible for Monitoring: Teachers, C&I staff, administration team Problem Statements: Demographics 2 Funding Sources: - 211 Title I	Formative			Summative
	Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Although overall student performance shows growth and stability, African American and Pacific Islander students are not performing at the same levels as their peers, creating achievement gaps that require targeted instructional strategies, culturally responsive practices, and additional support to ensure equitable outcomes. Root Cause: The achievement gaps for African American and Pacific Islander students stem from limited access to targeted academic interventions, inconsistent implementation of culturally responsive instructional practices, and gaps in family/community engagement that impact student support and success.

Goal 4: By May 2026, increase family participation in school-sponsored events by 20%, with targeted outreach to African American, Hispanic, and Pacific Islander families.

Performance Objective 2: Foster community-based engagement by partnering with local organizations, churches, and cultural centers to promote events.

High Priority

Evaluation Data Sources: Monitor participation in family events with our target sub populations.

Strategy 1 Details	Reviews			
Strategy 1: Leadership team reviews family engagement participation data quarterly to measure growth and identify underrepresented groups. Strategy's Expected Result/Impact: Increase family engagement with students who are African American, Hispanic, and Pacific Islander. Staff Responsible for Monitoring: teachers, Curriuclum & Instruction, campus administraiton Problem Statements: Demographics 2 Funding Sources: - 211 Title I	Formative			Summative
	Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Although overall student performance shows growth and stability, African American and Pacific Islander students are not performing at the same levels as their peers, creating achievement gaps that require targeted instructional strategies, culturally responsive practices, and additional support to ensure equitable outcomes. Root Cause: The achievement gaps for African American and Pacific Islander students stem from limited access to targeted academic interventions, inconsistent implementation of culturally responsive instructional practices, and gaps in family/community engagement that impact student support and success.

Campus Funding Summary

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1	Incentive Items and Experiences for students.		\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
3	1	1			\$0.00
3	2	1			\$0.00
4	1	1			\$0.00
4	2	1			\$0.00
Sub-Total					\$0.00