College Station ISD

Cypress Grove Intermediate School

Accountability Rating: B

Distinction Designation:
Academic Achievement in Mathematics, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps

2026-2027 Campus Improvement Plan

Board Approval Date:
October 20, 2026

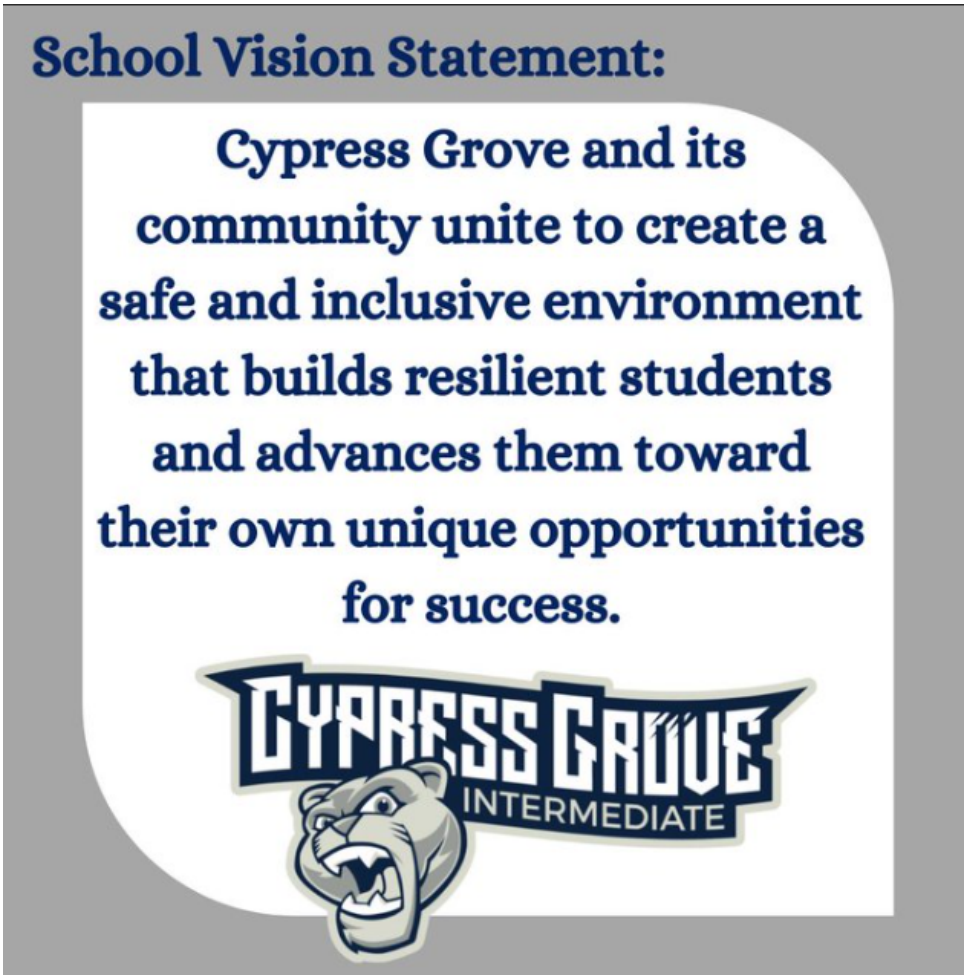
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Mission Statement



Vision



Collective Commitments

The Foundation of Cypress Grove Intermediate 2026-27

Our Mission: We will work as a school community to ensure all students grow and achieve high levels of learning.

Our Vision: Cypress Grove and its community unite to create a safe and inclusive environment that builds resilient students and advances them toward their own unique opportunities for success.

As a Result of That Commitment:

- The staff focuses on research based instructional practices to support student learning.
- Students are provided a guaranteed and viable curriculum that is delivered based on knowledge of the essential learning outcomes.
- Daily formative assessments in the classroom and team-developed common formative assessments for each unit are used to drive student instruction.
- The school is characterized by a collaborative culture of responsibility as a PLC and has systems in place to ensure that evidence of student learning is used to—
    - Provide timely, diagnostic, and directive support for students who are struggling
    - Enrich and extend learning for students who demonstrate they are highly proficient
    - Inform individual educators through student data collection regarding their instructional strengths and weaknesses in helping students to learn at high levels
    - Alert a collaborative team to areas of concern in student learning that warrant the attention of the entire team

Our Collective Commitments: In order to fulfill our fundamental purpose and become the school we describe in our vision statement, each member of the staff commits to the following—

- We will analyze and utilize data for growth opportunities for teachers and students by participating in data-driven discussions and applying the learning to instructional strategies in the classroom.
- We will use our essential learning standards to drive our instruction for all tiers using district curriculum documents and resources.

- We will use a behavior tracking system to target the improvement of specific expected behaviors and apply a system of behavior intervention strategies.
- We will work collaboratively to set goals with students and track their progress for academic and social emotional success.

Our Guiding Coalition Goals:

1. By May of 2027 at least 95% of teachers will analyze data to work towards the team SMART Goals.
2. By May of 2027, at least 95% of staff will be able to effectively identify and develop strategies to assess prerequisite knowledge and assist in filling in gaps.

Our School Wide Goals: We will monitor the following indicators to mark our progress—

- We will reduce the failure rate in each grade level in our school by growing our students.
- We will Increase student achievement on district, state, and national high-stakes assessments.
- We will increase student engagement and effective use of behavior strategies.
- We will increase parental engagement and participation in all school wide activities, events, and committees.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

In preparation for the 2026-2027 school year, feedback in the form of meetings and surveys were obtained from our Instructional Team Guiding Coalition, Campus Improvement Team, and full staff. Members of the team included MTSS coach, team leads, instructional coaches, administrators, a SPED representative, parent representatives, community member, and counselor. The Campus Leadership Team met monthly throughout the school year to review the data points below in order to determine our campus focuses for the 2026-27 school year. A SWOT analysis was also utilized to guide our focus areas.

Improvement Planning Data

- District and Campus Improvement Plan from the previous year
- Site Based Decision Making Committee data
- State and federal planning requirements

Student Assessment Data:

- District required assessment data
- STAAR current and longitudinal results
- NWEA MAP Universal Screener data
- Grades that measure student performance based on standards
- Special Programs data
- At-risk population data
- Race and ethnicity population data
- Economically disadvantaged
- Section 504 data

Student Data: Academic, Behavior, and Other Indicators

- Attendance data
- Discipline data
- School Safety data
- RTI data (academic and behavior)

Staff Data

- Professional Learning Community data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Evaluations of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- PTO member Feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation and evaluation
- Budgets and expenditures data

After all the the data was reviewed and feedback interpreted, it was determined that there needs to be a focus on social emotional/behavioral learning, small group differentiated instruction, student goal setting implementation, data informed instructional practices, and strengthening parent/community involvement. The campus needs assessment and campus improvement plan will be reviewed, evaluated, and revised (if needed) throughout the year. The campus needs assessment, campus improvement plan, family engagement policy and compact will be available to parents as well as community members.

The locations of the documents will be communicated to Cypress Grove Intermediate parents during the annual Title 1 meeting and through campus newsletters.

The Campus Leadership Team, comprising a diverse group of stakeholders including department heads, team leads, instructional coaches, administrators, a SPED representative, parent representatives, a community member, and a counselor, engaged in a comprehensive feedback process through meetings and surveys. This collaborative approach ensured that a wide range of perspectives were considered, allowing us to gather valuable insights into the needs and priorities of our school community.

Throughout the school year, the team convened on a monthly basis to meticulously review various data points. This regular analysis was crucial in identifying trends, challenges, and opportunities within our educational environment. By maintaining a consistent schedule of meetings, we were able to stay informed and responsive to the evolving needs of our students and staff.

In addition to our regular meetings, a SWOT analysis was employed to further refine our focus areas for the upcoming school year. This strategic tool allowed us to systematically evaluate our strengths, weaknesses, opportunities, and threats, providing a clear framework for decision-making. The insights gained from this analysis will guide our efforts in enhancing the educational experience and outcomes for all members of our school community in the 2026-27 school year.

Demographics

Summary

Enrollment for 26-27 is 514 students as of September 8, 2026. The current data is below. 27% of our campus is classified as SPED. 47% are Economically Disadvantaged. At Risk % is at 51%. Average gen ed classroom is 20/1. Advanced population is at 55%.

Behavior Trends by Ethnicity:

At our school, we place a strong emphasis on fostering a vibrant and inclusive community that encompasses students, staff, and the broader community. We are committed to understanding and supporting all student groups, taking into account factors such as race, ethnicity, gender, attendance, and mobility. This comprehensive approach allows us to tailor our educational strategies to meet the diverse needs of our student body.

We closely monitor graduation and completion rates, as well as dropout statistics, to ensure that we are providing the necessary support and resources for all students to succeed. Our focus on discipline is aimed at creating a safe and respectful learning environment, where students can thrive academically and socially.

Enrollment in College, Career, and Military Readiness (CCMR) programs, as well as advanced course enrollment, is a priority for us, as we strive to prepare our students for future success. We also pay special attention to our special education programs and other specialized programs to ensure that every student receives the support they need to reach their full potential.

Teacher retention, recruitment, and experience are critical components of our educational framework. We are dedicated to maintaining optimal teacher-student ratios to provide personalized attention and support. Additionally, we ensure that our paraprofessionals are highly qualified, as they play a vital role in supporting our educational mission.

In all aspects of our school operations, we are committed to continuous improvement and excellence, ensuring that we provide a high-quality education for every student.

Strengths

We had 60% of students in advanced courses on campus (ELA and Math) in 25-26. For 26-27, we now have more than 55% enrolled in these courses.

Our school has demonstrated a commendable commitment to academic excellence, as evidenced by the significant percentage of students enrolled in advanced courses. In the 2025-26 academic year, 60% of our students were engaged in advanced English Language Arts (ELA) and Math courses. This reflects our dedication to providing challenging and enriching educational opportunities that cater to the diverse needs and aspirations of our students. Looking ahead to the 2026-2027 academic year, we drop in numbers just a tad with 55% of our students now participating in these advanced courses. Our ongoing efforts continue to

foster a rigorous academic environment and to encourage our students to reach their full potential. Our faculty and staff remain committed to supporting our students in these endeavors, ensuring they are well-prepared for future academic and career challenges.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.

★ = Priority

Student Learning

Summary

The data below shows the STAAR student achievement data from the 2025-2026 school year.

	Approaches Grade Level %	Meets Grade Level %	Masters Grade Level %
All Subjects	80%	55%	26%
Math 5th Grade	79%	29%	20%
Math 6th Grade	87%	39%	17%
Reading 5th Grade	78%	24%	30%
Reading 6th Grade	78%	29%	32%
Science 5th Grade	71%	45%	25%

See other data below based on our campus SWOT Analysis and NWEA Universal Screener data.

SWOT Analysis

MAP Growth EOY Data							
Math							
Overall	76th	Sped Overall	49th	AA Overall	54th	Hispanic Overall	69th
5th	74th	SPED 5th	42nd	AA 5th	43rd	Hispanic 5th	71st
6th	77th	SPED 6th	56th	AA 6th	60th	Hispanic 6th	68th
Reading							
Overall	64th	Sped Overall	39th	AA Overall	44th	Hispanic Overall	54th
5th	62nd	SPED 5th	41st	AA 5th	44th	Hispanic 5th	57th
6th	66th	SPED 6th	35th	AA 6th	49th	Hispanic 6th	54th
Science							
Overall	81st	Sped Overall	49th	AA Overall	46th	Hispanic Overall	72nd
5th	74th	SPED 5th	44th	AA 5th	43rd	Hispanic 5th	67th
6th	86th	SPED 6th	52nd	AA 6th	53rd	Hispanic 6th	76th

STAAR 25-26 Accountability	
Domain I	85/B
Domain II A	81/B
Domain II B	83/B
Domain III	90/A
Overall	87/B

Social Studies Benchmark EOY	
5th	73%
6th	87%

Domain 1 - Details for (021901202) Cypress Grove INT

2025-2026 Student Achievement for (021901202) CYPRESS GROVE INT

The Texas Education Agency (TEA) has now released the final 2025 Accountability Manual with the official A-F methodology for 2024-2025.

OnDataSuite has updated the A-F calculations to align with the finalized approach. Please review A-F update log for specifics on changes made.

The current reports can reliably indicate expected A-F ratings, though final official ratings will still come from TEA after all data is certified.

Details Behind the Score

	Raw Score	Scaled Score	Weight % of Score	Weighted Points
STAAR Performance	54	85	100%	85

Using STAAR Performance (100%) As your Score: 85

Student Achievement Domain Rating: **B**

STAAR for 2025-2026

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	EB/EL (Current & Monitored)	Econ Dis	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
All														
Percent of Tests														
% at Did Not Meet GL Standard or Above	20%	43%	25%	11%	43%	9%		29%	33%	19%	36%	47%	6%	20%
% at Approaches GL Standard or Above	80%	57%	75%	89%	57%	91%		71%	67%	81%	64%	53%	94%	80%
% at Meets GL Standard or Above	55%	31%	49%	63%	43%	77%		58%	39%	60%	39%	24%	79%	56%
% at Masters GL Standard	26%	9%	18%	31%	29%	50%		32%	15%	33%	15%	8%	38%	27%
Number of Tests														
# at Did Not Meet GL Standard or Above	257	97	67	65	3	8	0	17	242	19	204	170	4	186
# at Approaches GL Standard or Above	1003	129	198	550	4	80	0	42	483	80	366	194	62	753
# at Meets GL Standard or Above	696	71	130	390	3	68	0	34	286	59	224	88	52	525
# at Masters GL Standard	326	21	48	192	2	44	0	19	109	33	86	28	25	257
Total Tests	1260	226	265	615	7	88	0	59	725	99	570	364	66	939
Reading														
Percent of Tests														
% at Did Not Meet GL Standard or Above	22%	44%	27%	12%	33%	8%		35%	35%	15%	36%	53%	7%	21%

% at Approaches GL Standard or Above	78%	56%	73%	88%	67%	92%		65%	65%	85%	64%	47%	93%	79%
% at Meets GL Standard or Above	59%	34%	53%	69%	33%	75%		57%	43%	63%	45%	24%	69%	60%
% at Masters GL Standard	31%	16%	19%	39%	33%	47%		39%	17%	30%	18%	8%	45%	33%
Number of Tests														
# at Did Not Meet GL Standard or Above	111	39	29	31	1	3	0	8	103	6	83	77	2	81
# at Approaches GL Standard or Above	399	50	79	220	2	33	0	15	189	34	146	67	27	301
# at Meets GL Standard or Above	301	30	57	173	1	27	0	13	126	25	102	35	20	228
# at Masters GL Standard	158	14	20	97	1	17	0	9	50	12	41	11	13	126
Total Tests	510	89	108	251	3	36	0	23	292	40	229	144	29	382
Mathematics														
Percent of Tests														
% at Did Not Meet GL Standard or Above	15%	35%	19%	8%	33%	6%		17%	25%	18%	28%	36%	3%	15%
% at Approaches GL Standard or Above	85%	65%	81%	92%	67%	94%		83%	75%	83%	72%	64%	97%	85%
% at Meets GL Standard or Above	56%	36%	49%	61%	67%	86%		65%	41%	63%	40%	25%	90%	56%
% at Masters GL Standard	22%	4%	18%	25%	33%	53%		22%	14%	40%	14%	6%	31%	23%
Number of Tests														
# at Did Not Meet GL Standard or Above	77	31	20	19	1	2	0	4	73	7	63	52	1	58
# at Approaches GL Standard or Above	433	58	88	232	2	34	0	19	219	33	166	92	28	324
# at Meets GL Standard or Above	286	32	53	153	2	31	0	15	119	25	92	36	26	214
# at Masters GL Standard	111	4	19	63	1	19	0	5	41	16	32	9	9	87
Total Tests	510	89	108	251	3	36	0	23	292	40	229	144	29	382
Science														
Percent of Tests														
% at Did Not Meet GL Standard or Above	29%	56%	37%	13%	100%	19%		38%	47%	32%	52%	54%	13%	27%
% at Approaches GL Standard or Above	71%	44%	63%	87%	0%	81%		62%	53%	68%	48%	46%	88%	73%
% at Meets GL Standard or Above	45%	19%	41%	57%	0%	63%		46%	29%	47%	27%	22%	75%	47%
% at Masters GL Standard	24%	6%	18%	28%	0%	50%		38%	13%	26%	12%	11%	38%	25%
Number of Tests														
# at Did Not Meet GL Standard or Above	69	27	18	15	1	3	0	5	66	6	58	41	1	47
# at Approaches GL Standard or Above	171	21	31	98	0	13	0	8	75	13	54	35	7	128

# at Meets GL Standard or Above	109	9	20	64	0	10	0	6	41	9	30	17	6	83
# at Masters GL Standard	57	3	9	32	0	8	0	5	18	5	13	8	3	44
Total Tests	240	48	49	113	1	16	0	13	141	19	112	76	8	175

As a school, we are committed to closely monitoring student achievement and progress through a variety of state and local assessments. These assessments, along with benchmarks, provide us with valuable insights into our students' academic performance and growth over time. We also place a strong emphasis on advanced courses and dual enrollment opportunities, which allow our students to challenge themselves and earn college credits while still in high school.

Our focus on College, Career, and Military Readiness (CCMR) is integral to preparing our students for life beyond graduation. We analyze grades and graduation plans to ensure that each student is on track to meet their educational goals. Additionally, we keep a close eye on retention data and dropout rates, as these metrics are crucial indicators of student engagement and success.

Special education data is carefully reviewed to ensure that we are meeting the needs of all learners, providing appropriate support and resources to help them thrive. English language assessments are also a key component of our data analysis, as they help us tailor instruction for our English language learners. By examining this comprehensive array of data, we are able to make informed decisions that enhance the educational experience for every student in our school.

Strengths

Based on the 25-26 STAAR data, there were successful achievements made in the areas of 5th grade math and 6th grade reading. Based on our Spring NWEA MAP data overall, students are performing at or above normed median achievement and growth percentiles in every area (math, science and reading), according to MAP normative data.

The recent 25-26 STAAR data highlights significant accomplishments across our school. We improved from a 79 overall score to an 87 with a 90 in closing the gaps. Every area of MAP showed growth as well.

Furthermore, our Spring NWEA MAP data reveals that our students are performing at or above the normed median achievement and growth percentiles, as per the MAP normative data. This demonstrates that our students are not only meeting but often exceeding national benchmarks in their academic progress. Such outcomes underscore the effectiveness of our instructional approaches and the supportive learning environment we strive to maintain. Our focus on continuous improvement and personalized learning is clearly yielding positive results, as evidenced by these impressive growth metrics.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR math achievement data shows that our academic growth score was 56% but our goal is 70%.	Although Cypress Grove students demonstrate positive academic performance, student growth in mathematics and overall STAAR achievement are not yet at the desired campus levels. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement.
2	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR reading achievement data shows that our academic growth score was 59% but our goal is 70%.	Campus-wide reading growth is lagging because of inconsistent use of data to drive reading instruction and a lack of consistent attention to responsive reading intervention practices. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement and increase the percentage of students
3 ★	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.

★ = Priority

School Processes & Programs

Summary

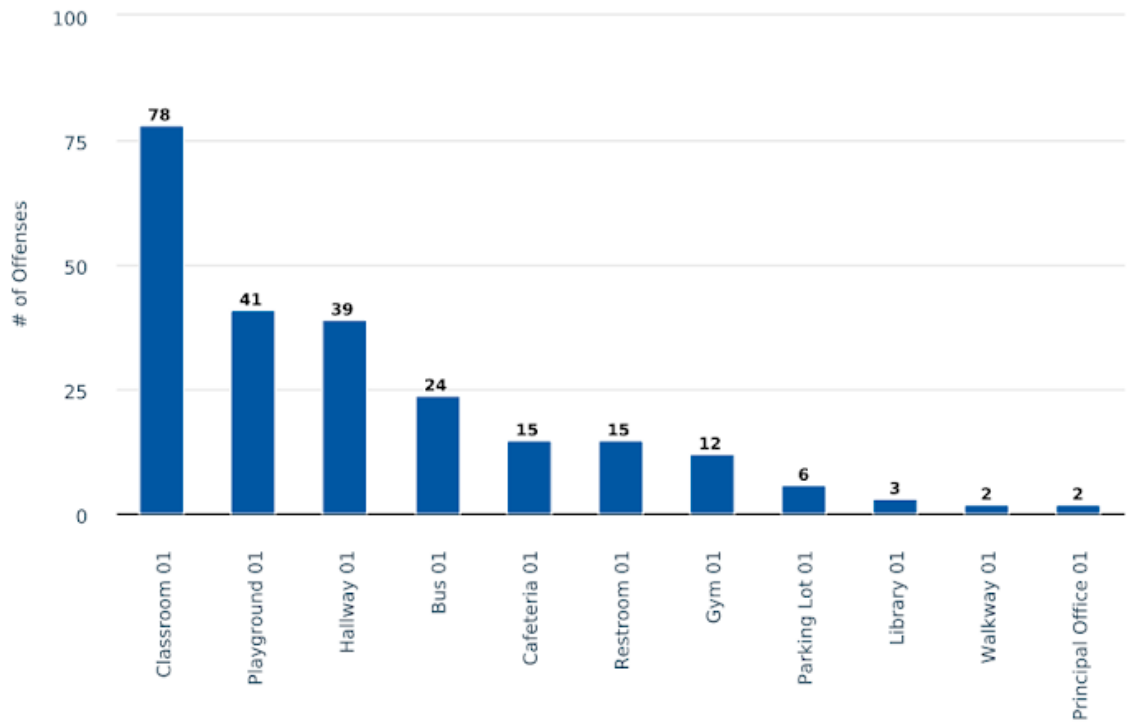
Through our PLC and collaborative team meetings we will focus on identifying priority standards, establishing learning targets, backwards planning of assessment to match all intended learning outcomes, and using convergent assessment data to design high leverage instructional practices to meet the needs of all learners. Teachers will utilize small group instruction, individualized instruction, RISE time (response, intervention, support and enrichment), and student goal setting.

Based on the data collected and reviewed, it was determined that funding will be used to help meet our goals and performance objectives for all student groups. It will include personnel costs for an MTSS Coordinator and academic tutors during the school day, materials and supplies to support interventions in reading and math from programs/intervention supply vendors such as: *Really Great Reading, Solution Tree, Bridges Math, Lead4ward, EAI Education, Lowman and All Access* to support math instruction . Materials and supplies funds will also be used to purchase Technology Equipment to support campus Title I initiatives, reading materials for professional development, and professional development materials and supplies to support campus Title I initiatives. Funding for other miscellaneous operating costs will be used to cover travel costs for campus employees to attend professional development that will directly supports campus Title I initiatives. Parent Family Engagement funds will be used to provide extra-duty Pay for current campus professionals to conduct and/or support PFE activities/events, to purchase books from *Lakeshore* to provide to families at PFE events as take-home readers, and other miscellaneous supplies to support our PFE family night events. These programs and resources will be evaluated by the Site Based Decision Making Team throughout the year using teacher walk-through data, student assessment and intervention data, parent involvement participation data, and survey results.

We will continue to use the SAMR model to evaluate our technology integration with a focus on utilizing Near Pod across campus. Professional Development and support will be provided to our staff by our campus Technology facilitators.

We will continue to focus on SEL strategies through our campus wide "Village" partnerships with other students and staff to increase self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. We will also continue to utilize the Character Strong program as well as our school wide CATS behavior matrix as part of our PBIS plan.

Behavior Trends:



Change in incidents by year:

What is the change in incidents by year?

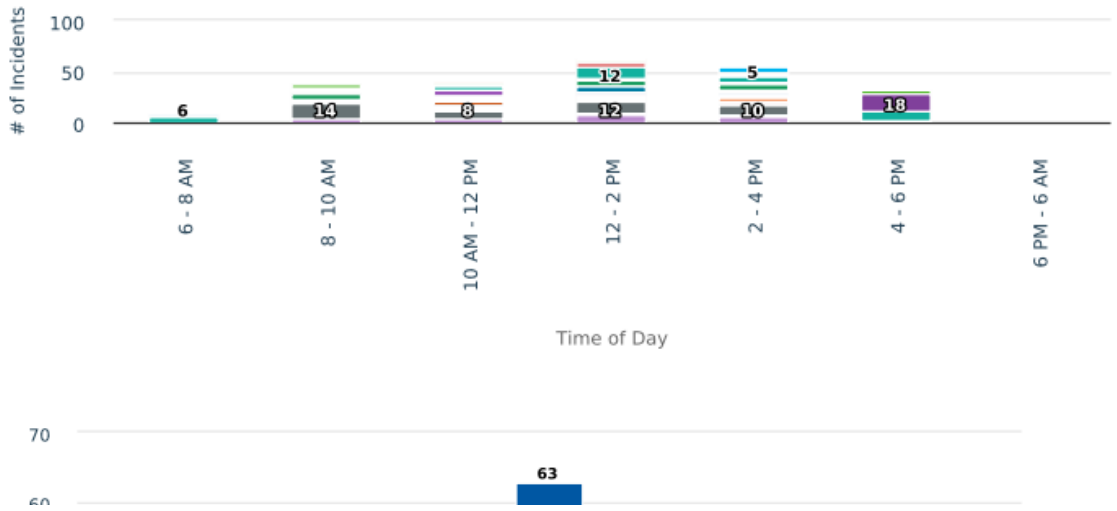
Comparing the number of incidents over the past years (Standard)

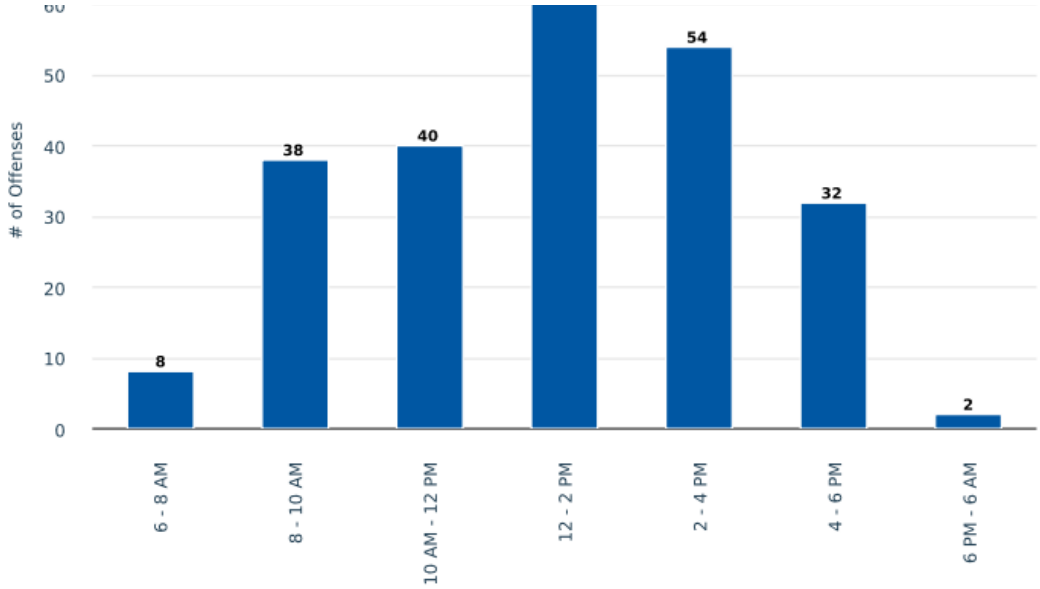
Filter Criteria:

School Type	[All]	**School**	Cypress Grove Intermediate
Grade	[All]	**Staff**	[All]
Gender	[All]	**Ethnicity**	[All]
SE	[All]	**EB**	[All]
Programs	[All]	**Student Group**	[None Selected]
Incident Group	[All Incident Types]	**Incident Type**	[All Incident Types]
YOY	Standard		

Offense Group \ Year	2022-2023	2023-2024	2024-2025	2025-2026	Totals
Any e-cigarette	6	1	3		10
Assault	7	5	2	5	19
Bullying	29	16	1	15	61
Bullying Behaviors	1	7	5		13
Bus Referral	14	22	8	18	62
Cheating/Forgery		4	2		6
Disruption of Class	14	26	12	4	56
Disruption School Environment	20	9	29	3	61
Drug Paraphernalia	1				1
Drugs Over the Counter	3				3
Failure to Comply	4	1	4	1	10
Failure to follow directions		6			6
Fighting	58	39	36	38	171
Filing a False Report		2			2
Flagrant Disrespect	13	4	1		18
Harassment on Student	1				1
Inappropriate Behavior	10	33	13	11	67
Indecent Exposure			1	1	2
Insubordination/Disrespect	22	13	1	21	57
Knife	1	2		2	5
Left class with no pass			2		2
Left campus	2				2
Local Electronic Device Violation		5	5	6	16
Look alike weapon		1	1	3	5
Poss/Sold/Use Controlled Substance	2				2
Possess Illegal Knife				1	1
Possess Weapon	2		1	1	4
Possesses or uses e-cigarette TEC 37.001(a)(2) and TEC 37.006(d)(1)(C)				6	6
Profanity	13	14	8	4	39
Provoke/Promote Fight	8	12	4	3	27
Public Display Of Affection			2	2	4
Scuffling/Horse Play				8	8
Sex Assault No Empl			1		1
Sexual Harassment	1		1		2
Sexual Misbehavior/Pornographic Images or Items	1				1
Sexual Misconduct	1				1
Skip Class	6	11	3	6	26
Terroristic Threat	3		1	2	6
Theft	6	5	6	1	18
Threat against Student/Staff/Property	11	7	9	1	28
Unruly Behavior	3	9			12
Unwanted Physical Contact	48	46	31	45	170
Vandalism	1	1	2	3	7
Violation of Student Code/Conduct	17	4	5	21	47
Totals	329	305	200	232	1,066

When are incidents happening?

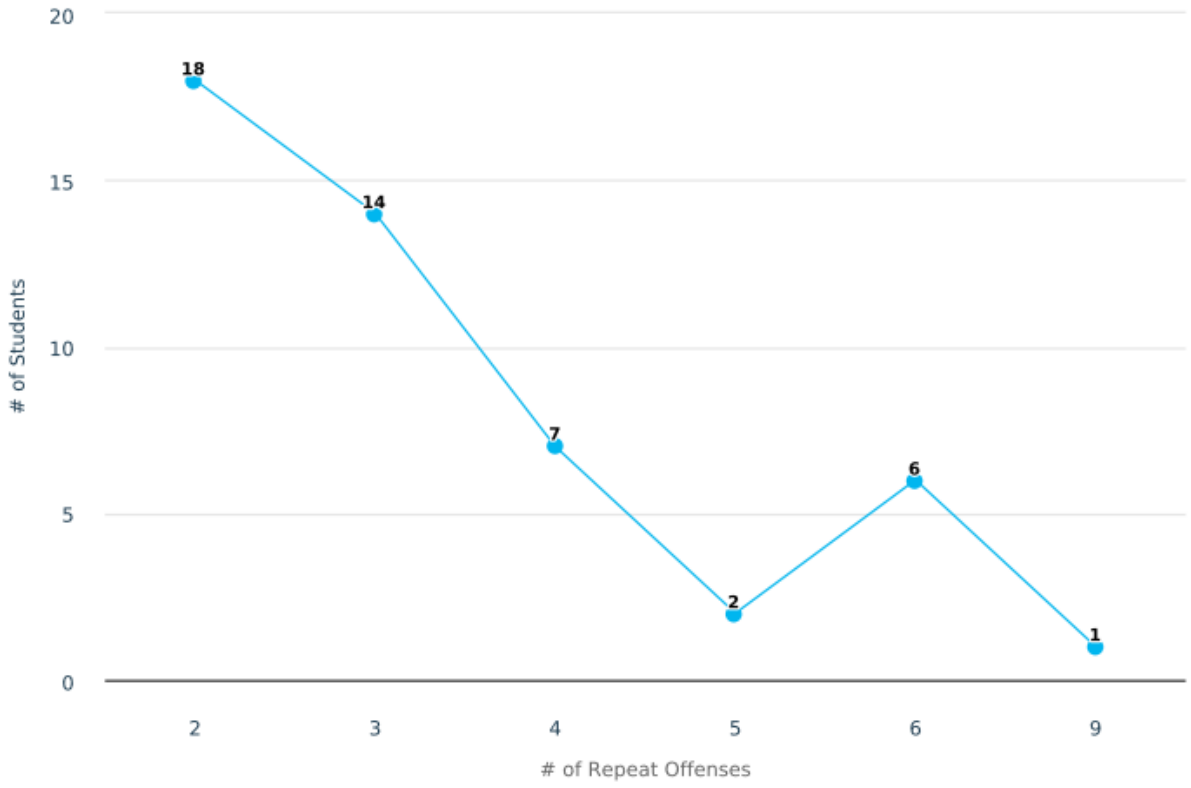




Strengths

At Cypress Grove Intermediate, the staff are committed to ensuring all students are successful. Students and staff are provided with many opportunities to be involved on campus such as: Village leaders, campus spirit and cultural committees, as well as various clubs and organizations. Our staff our led by dedicated school improvement teams including, the Guiding Coalition, Site Based Decision making Team, and MTSS Team who use data informed decisions to meet the needs of all students.

Behavior Strengths:



At Cypress Grove Intermediate, our staff's unwavering commitment to student success is evident in every aspect of our educational approach. We prioritize creating an environment where each student can thrive academically, socially, and emotionally. Our dedicated educators work tirelessly to support and guide students, ensuring they have the resources and encouragement needed to achieve their full potential.

We believe in fostering a vibrant and inclusive campus life, which is why we offer a multitude of opportunities for both students and staff to engage and contribute. Through initiatives such as Village leaders, campus spirit and cultural committees, and a variety of clubs and organizations, we encourage active participation and leadership. These opportunities not only enhance the school experience but also help in building a strong sense of community and belonging among all members of our school.

Our commitment to continuous improvement is driven by our dedicated school improvement teams, including the Guiding Coalition, Site Based Decision Making Team, and MTSS Team. These teams are instrumental in using data-informed decisions to address the diverse needs of our students. By analyzing data and implementing strategic interventions, we ensure that our educational practices are effective and responsive, ultimately leading to improved outcomes for every student.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	There is a need for educators to take greater ownership of this process without relying on constant supervision or external prompting, in order to ensure data-driven decisions are consistently informing instruction and meeting the diverse needs of all learners.	Collaboration time can be ineffective because of a lack of commitment from all staff to utilize structured protocols and team support to implement data-driven instruction.
2 ★	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.
3 ★	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR math achievement data shows that our academic growth score was 56% but our goal is 70%.	Although Cypress Grove students demonstrate positive academic performance, student growth in mathematics and overall STAAR achievement are not yet at the desired campus levels. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement.
4	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR reading achievement data shows that our academic growth score was 59% but our goal is 70%.	Campus-wide reading growth is lagging because of inconsistent use of data to drive reading instruction and a lack of consistent attention to responsive reading intervention practices. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement and increase the percentage of students

★ = Priority

Perceptions

Summary

At Cypress Grove Intermediate, we have established processes to support the recruitment and retention of outstanding staff members. In addition to the CSISD new teacher and teacher leadership academies, new to campus CG teachers receive a campus mentor to help support their growth and development. All teachers will also participate in coaching sessions with Instructional Coaches, MTSS Coordinator and other Admin support staff All core content teachers are provided with a department/team planning daily time in addition to their conference time. This time was strategically built into the Master Schedule so teachers have adequate time to collaborate in structured data analysis and instructional planning time.

At Cypress Grove Intermediate, we have implemented comprehensive processes aimed at recruiting and retaining exceptional staff members. Our commitment to professional development is evident through our participation in the CSISD new teacher and teacher leadership academies. These programs are designed to equip educators with the necessary skills and knowledge to excel in their roles and contribute positively to our school community.

To further support our new teachers, we assign each new to campus CG teacher a campus mentor. This mentorship program is crucial in fostering the growth and development of our educators, providing them with guidance and support as they navigate their new environment. The mentors play a vital role in helping new teachers acclimate to our school culture and expectations, ensuring a smooth transition and a strong start to their careers at Cypress Grove Intermediate.

Additionally, all teachers at our school are engaged in coaching sessions with our Instructional Coaches, MTSS Coordinator, and other administrative support staff. These sessions are designed to provide ongoing professional development and support, allowing teachers to refine their instructional practices and address any challenges they may encounter. This collaborative approach ensures that our educators are well-equipped to meet the diverse needs of our students.

We have also strategically incorporated daily department/team planning time for all core content teachers, in addition to their regular conference time. This dedicated time is built into the Master Schedule to ensure that teachers have ample opportunity to collaborate on structured data analysis and instructional planning. By providing this time, we enable our teachers to work together effectively, share best practices, and develop strategies that enhance student learning outcomes.

Strengths

Cypress Grove is committed to meeting the needs of all students by collecting valuable feedback from parents and students throughout the year. Parent, student, and staff surveys are utilized throughout the school year to help us evaluate our programs, processes and practices. Our yearly SWOT analysis allows us to collect information from all stakeholders regarding student achievement, culture and climate, technology, family/community involvement, and student SEL.

At Cypress Grove, we prioritize the needs of our students by actively seeking and incorporating feedback from both parents and students. This ongoing dialogue is facilitated through regular surveys, which provide us with critical insights into the effectiveness of our educational programs and practices. By engaging with our community in this way, we ensure that our strategies are aligned with the expectations and needs of those we serve.

Our commitment to continuous improvement is further demonstrated through the use of parent, student, and staff surveys conducted throughout the school year. These surveys are instrumental in helping us assess and refine our programs, processes, and practices. By systematically gathering and analyzing this feedback, we are able to make informed decisions that enhance the educational experience for all students.

Additionally, our annual SWOT analysis is a cornerstone of our strategic planning process. This comprehensive evaluation involves all stakeholders and focuses on key areas such as student achievement, school culture and climate, technology integration, family and community involvement, and student social-emotional learning (SEL). By identifying our strengths, weaknesses, opportunities, and threats, we are better equipped to address challenges and leverage opportunities for growth, ensuring that Cypress Grove remains a dynamic and responsive educational environment.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	The 2025-26 campus discipline data indicates inconsistent tracking procedures for promoting positive behavior supports. This inconsistency hinders efforts to strengthen character development and cultivate a shared responsibility for fostering student ownership of learning.	A review of the 2025-26 campus discipline data suggests that the inconsistent promotion of positive behavior supports and limited student ownership of learning stem from the absence of a clear, campus-wide system for behavior tracking and intervention.
2 ★	There is a need for educators to take greater ownership of this process without relying on constant supervision or external prompting, in order to ensure data-driven decisions are consistently informing instruction and meeting the diverse needs of all learners.	Collaboration time can be ineffective because of a lack of commitment from all staff to utilize structured protocols and team support to implement data-driven instruction.
3 ★	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.
2 ★	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR math achievement data shows that our academic growth score was 56% but our goal is 70%.	Although Cypress Grove students demonstrate positive academic performance, student growth in mathematics and overall STAAR achievement are not yet at the desired campus levels. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement.
3 ★	There is a need for educators to take greater ownership of this process without relying on constant supervision or external prompting, in order to ensure data-driven decisions are consistently informing instruction and meeting the diverse needs of all learners.	Collaboration time can be ineffective because of a lack of commitment from all staff to utilize structured protocols and team support to implement data-driven instruction.
4 ★	The 2025-26 campus discipline data indicates inconsistent tracking procedures for promoting positive behavior supports. This inconsistency hinders efforts to strengthen character development and cultivate a shared responsibility for fostering student ownership of learning.	A review of the 2025-26 campus discipline data suggests that the inconsistent promotion of positive behavior supports and limited student ownership of learning stem from the absence of a clear, campus-wide system for behavior tracking and intervention.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Local Accountability Systems (LAS) data**
- [x] **Community Based Accountability System (CBAS)**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**
- [x] **Intervention data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**

- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**
- [x] **Parent and community partnership data**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Action research results**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Technology and resource allocation data**
- [x] **Enrichment course/materials**
- [x] **Focus Group(s) data**

Goals

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

Performance Objective 1 ☑ High Priority

Increase the number of staff using data to drive student learning goals including, discussion of data from common formative and summative assessments, identification of essential learning standards, and implementation of student goal setting at 85% of staff by May of 2027.

Evaluation Data Source: Collaborative Team Agendas, Teacher Self-Reflection Rubrics , Common Summative and Formative Assessments, NWEA MAP data, District Benchmarks, Campus Walk Through Data, T-TESS Goal Setting Meetings/Evaluation

Strategy 1

Provide extensive, aligned professional learning to the staff PLC within collaborative team settings, after school meetings, district, and outside led conferences.

Strategy's Expected Result/Impact: Effective teaching strategies implemented and data based decision making used to increase student learning outcomes.

Staff Responsible for Monitoring: Guiding Coalition Members, Teaching Staff, Instructional Coaches, MTSS Coordinator, Administrators

Problem Statements: Student Learning 1 - School Processes & Programs 3

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

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Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Each grade-level and core content team will develop, implement, and consistently utilize a goal-setting and progress-monitoring template aligned to its specific standards, assessments, and instructional priorities.

Strategy's Expected Result/Impact: This process will encourage learners to engage in self-monitoring practices, enabling them to reflect on their academic growth and achievements and increase student ownership of learning. It will also promote meaningful communication with parents, fostering a strong partnership to support each student's educational success.

Staff Responsible for Monitoring: Guiding Coalition Members, Teaching Staff, Instructional Coaches, MTSS Coordinator, Administrators

Problem Statements: School Processes & Programs 1 - Perceptions 2

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR math achievement data shows that our academic growth score was 56% but our goal is 70%.	Although Cypress Grove students demonstrate positive academic performance, student growth in mathematics and overall STAAR achievement are not yet at the desired campus levels. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There is a need for educators to take greater ownership of this process without relying on constant supervision or external prompting, in order to ensure data-driven decisions are consistently informing instruction and meeting the diverse needs of all learners.	Collaboration time can be ineffective because of a lack of commitment from all staff to utilize structured protocols and team support to implement data-driven instruction.
3	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR math achievement data shows that our academic growth score was 56% but our goal is 70%.	Although Cypress Grove students demonstrate positive academic performance, student growth in mathematics and overall STAAR achievement are not yet at the desired campus levels. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	There is a need for educators to take greater ownership of this process without relying on constant supervision or external prompting, in order to ensure data-driven decisions are consistently informing instruction and meeting the diverse needs of all learners.	Collaboration time can be ineffective because of a lack of commitment from all staff to utilize structured protocols and team support to implement data-driven instruction.

Performance Objective 2

By 05/2027, ensure that 100% of core subject CTMs (colab team meetings) result in actionable plans/ agendas for small group tiered instruction based on data analysis.

Evaluation Data Source: Agenda documentation, walk throughs, data analysis worksheets; consistent use of unit planning document

Strategy 1

Utilize the structured agenda for PLC meetings that includes dedicated time for data analysis and the development of small group instruction plans.

Strategy's Expected Result/Impact: monitor student data for small group instruction

Staff Responsible for Monitoring: Teachers, MTSS coach

Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 2, 3 - Perceptions 3

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Follow the roles assigned to each team member in the CTM to guide the data analysis process and support each other in creating actionable instructional plans.

Strategy's Expected Result/Impact: Continue in order to strengthen the new team members and team efficacy.

Staff Responsible for Monitoring: Teachers, Coaches, Admin

Problem Statements: School Processes & Programs 1 - Perceptions 2

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR math achievement data shows that our academic growth score was 56% but our goal is 70%.	Although Cypress Grove students demonstrate positive academic performance, student growth in mathematics and overall STAAR achievement are not yet at the desired campus levels. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement.
3	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There is a need for educators to take greater ownership of this process without relying on constant supervision or external prompting, in order to ensure data-driven decisions are consistently informing instruction and meeting the diverse needs of all learners.	Collaboration time can be ineffective because of a lack of commitment from all staff to utilize structured protocols and team support to implement data-driven instruction.
2	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.
3	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR math achievement data shows that our academic growth score was 56% but our goal is 70%.	Although Cypress Grove students demonstrate positive academic performance, student growth in mathematics and overall STAAR achievement are not yet at the desired campus levels. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	There is a need for educators to take greater ownership of this process without relying on constant supervision or external prompting, in order to ensure data-driven decisions are consistently informing instruction and meeting the diverse needs of all learners.	Collaboration time can be ineffective because of a lack of commitment from all staff to utilize structured protocols and team support to implement data-driven instruction.

3	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.

Performance Objective 3 ☑ High Priority

By 05/2027 increase the campus growth percentile for reading from the 64th percentile to the 70th percentile as measured by the NWEA MAP assessment. For STAAR Achievement, increase our target score from 59% for all students to 70%. Analyze 2025-2026 STAAR Reading performance data by reporting category to identify specific TEKS gaps at the Approaches, Meets, and Masters levels, adjusting Tier 1 core instruction to raise the overall STAAR Achievement score from 59% to 70%.

Evaluation Data Source: MAP scores, STAAR data

Strategy 1

Implement a peer observation program where teachers can observe colleagues who effectively use data-driven practices in reading instruction, followed by reflective discussions to share insights and strategies.

Strategy's Expected Result/Impact: Learn differentiated instructional strategies that are working in peer classsrooms.

Staff Responsible for Monitoring: Guiding Coalition Members, Teaching Staff, Instructional Coaches, MTSS Coordinator, Administrators

Problem Statements: Student Learning 1 - School Processes & Programs 1, 3 - Perceptions 1, 2

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

During weekly planning meetings, teacher teams will review formal data to identify student reading gaps and collaboratively plan targeted interventions to address these gaps.

Strategy's Expected Result/Impact: Knowledge of data will improve student performance and intentional instruction.

Staff Responsible for Monitoring: Guiding Coalition Members, Teaching Staff, Instructional Coaches, MTSS Coordinator, Administrators

Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 2, 3 - Perceptions 3

Funding Sources: Planning Support Materials 211 Title I, Part A, $3,772

Title I: 2.5.1, 2.5.3

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR math achievement data shows that our academic growth score was 56% but our goal is 70%.	Although Cypress Grove students demonstrate positive academic performance, student growth in mathematics and overall STAAR achievement are not yet at the desired campus levels. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement.

3	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There is a need for educators to take greater ownership of this process without relying on constant supervision or external prompting, in order to ensure data-driven decisions are consistently informing instruction and meeting the diverse needs of all learners.	Collaboration time can be ineffective because of a lack of commitment from all staff to utilize structured protocols and team support to implement data-driven instruction.
2	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.
3	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR math achievement data shows that our academic growth score was 56% but our goal is 70%.	Although Cypress Grove students demonstrate positive academic performance, student growth in mathematics and overall STAAR achievement are not yet at the desired campus levels. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The 2025-26 campus discipline data indicates inconsistent tracking procedures for promoting positive behavior supports. This inconsistency hinders efforts to strengthen character development and cultivate a shared responsibility for fostering student ownership of learning.	A review of the 2025-26 campus discipline data suggests that the inconsistent promotion of positive behavior supports and limited student ownership of learning stem from the absence of a clear, campus-wide system for behavior tracking and intervention.
2	There is a need for educators to take greater ownership of this process without relying on constant supervision or external prompting, in order to ensure data-driven decisions are consistently informing instruction and meeting the diverse needs of all learners.	Collaboration time can be ineffective because of a lack of commitment from all staff to utilize structured protocols and team support to implement data-driven instruction.
3	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.

Performance Objective 4 ☑ High Priority

By 05/2027 increase the campus growth percentile for math from the 76 percentile to 81st as measured by the NWEA MAP assessment. For STAAR achievement, increase our target score from 72% to 90%. Utilize STAAR Math released items and blueprint data during CTMs to design targeted interventions for TEKS with lowest mastery, increasing overall STAAR Math Achievement from 72% to 90%.

Evaluation Data Source: MAP Scores, STAAR data

Strategy 1

Implement a peer observation program where teachers can observe colleagues who effectively use data-driven practices in math instruction, followed by reflective discussions to share insights and strategies.

Strategy's Expected Result/Impact: peer learning walks, coaching conversations

Staff Responsible for Monitoring: Teachers, Coaches, Admin

Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 2, 3 - Perceptions 3

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

During weekly planning meetings, teacher teams will review formal data to identify student math gaps and collaboratively plan targeted interventions to address these gaps.

Strategy's Expected Result/Impact: Knowledge of data will improve student performance and intentional instruction.

Staff Responsible for Monitoring: Guiding Coalition Members, Teaching Staff, Instructional Coaches, MTSS Coordinator, Administrators

Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 2, 3 - Perceptions 3

Funding Sources: Planning Support Materials 211 Title I, Part A, $3,772

Title I: 2.5.1, 2.5.3

Formative Reviews

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Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR math achievement data shows that our academic growth score was 56% but our goal is 70%.	Although Cypress Grove students demonstrate positive academic performance, student growth in mathematics and overall STAAR achievement are not yet at the desired campus levels. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement.
3	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.
3	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR math achievement data shows that our academic growth score was 56% but our goal is 70%.	Although Cypress Grove students demonstrate positive academic performance, student growth in mathematics and overall STAAR achievement are not yet at the desired campus levels. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement.

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.

Performance Objective 5

By 05/2027 increase the campus growth percentile for science from the 81st percentile to 86th as measured by the NWEA MAP assessment. For STAAR achievement, increase our target score from 71% to 80%. Increase Grade 5 Science Meets from 35% to 45% and Masters from 17% to 22%.

Evaluation Data Source: MAP, STAAR

Strategy 1

Implement a peer observation program where teachers can observe colleagues who effectively use data-driven practices in reading instruction, followed by reflective discussions to share insights and strategies.

Strategy's Expected Result/Impact: Learn differentiated instructional strategies that are working in peer classsrooms.

Staff Responsible for Monitoring: Guiding Coalition Members, Teaching Staff, Instructional Coaches, MTSS Coordinator, Administrators

Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 2, 3 - Perceptions 3

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

During weekly planning meetings, teacher teams will review formal data to identify student science gaps and collaboratively plan targeted interventions to address these gaps.

Strategy's Expected Result/Impact: Knowledge of data will improve student performance and intentional instruction.

Staff Responsible for Monitoring: Guiding Coalition Members, Teaching Staff, Instructional Coaches, MTSS Coordinator, Administrators

Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 2, 3 - Perceptions 3

Funding Sources: Planning Support Materials 211 Title I, Part A, $3,771

Title I: 2.5.1, 2.5.3

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Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR math achievement data shows that our academic growth score was 56% but our goal is 70%.	Although Cypress Grove students demonstrate positive academic performance, student growth in mathematics and overall STAAR achievement are not yet at the desired campus levels. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement.

3	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.
3	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR math achievement data shows that our academic growth score was 56% but our goal is 70%.	Although Cypress Grove students demonstrate positive academic performance, student growth in mathematics and overall STAAR achievement are not yet at the desired campus levels. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement.

Performance Objective 5 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.

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

Performance Objective 1 ☑ High Priority

By the end of the 2026-2027 school year, Cypress Grove Intermediate will reduce the performance gap for our Economically Disadvantaged, African American, and Hispanic student groups by 10% on EOY MAP assessment. For STAAR achievement, our targeted increase in reading is 60%.

Evaluation Data Source: EOY MAP results (STAAR demographic data comes to campuses much later than EOY MAP)-we will continue to use both sets of data but will use growth data for closing performance gaps.

Strategy 1

Implement a comprehensive Multi-Tiered System of Supports (MTSS) Program to support data analysis and decision making processes to address academic and behavior needs.

Strategy's Expected Result/Impact: Performance gap will decrease for our Economically Disadvantaged, African American, and Hispanic students on STAAR assessments.

Staff Responsible for Monitoring: Guiding Coalition Members, Teaching Staff, Instructional Coaches, MTSS Coordinator, Administrators, Counselor

Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 2, 3 - Perceptions 3

Funding Sources: Tier 2 Instructional Resources 199 State Compensatory Ed (SCE), $4,800, Tier 2 Instructional Resources 211 Title I, Part A, $25,000

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Provide students and families with social emotional support by continuing character education curriculum Character Strong that promotes positive relationships among students, staff and families.

Strategy's Expected Result/Impact: Increased partnerships with students and families.

Staff Responsible for Monitoring: Guiding Coalition Members, Teaching Staff, Instructional Coaches, MTSS Coordinator, Administrators, Counselor

Problem Statements: Perceptions 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Hire academic tutors to provide supplemental support and targeted interventions for our Economically Disadvantaged, Hispanic and African American student groups.

Strategy's Expected Result/Impact: Students will achieve at the approaches level or higher on the STAAR Assessments.

Staff Responsible for Monitoring: Guiding Coalition Members, Teaching Staff, Instructional Coaches, MTSS Coordinator, Administrators, Counselor

Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 2, 3 - Perceptions 3

Funding Sources: Academic Tutors 211 Title I, Part A, $77,125

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 4 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Purchase supplemental materials and supplies to improve multi-tiered instruction.

Strategy's Expected Result/Impact: Students will achieve at the approaches level or higher on the STAAR Assessments.

Staff Responsible for Monitoring: Guiding Coalition Members, Teaching Staff, Instructional Coaches, MTSS Coordinator, Administrators, Counselor

Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 2, 3 - Perceptions 3

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 5: Effective Instruction

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Strategy 5 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Provide forty minutes two times per week in Math and Reading for students in our Economically Disadvantaged, Hispanic and African American student groups to engage in the online learning platform Exact Path.

Strategy's Expected Result/Impact: Students will achieve at the approaches level or higher on the STAAR Assessments.

Staff Responsible for Monitoring: Guiding Coalition Members, Teaching Staff, Instructional Coaches, MTSS Coordinator, Administrators, Counselor

Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 2, 3 - Perceptions 3

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR math achievement data shows that our academic growth score was 56% but our goal is 70%.	Although Cypress Grove students demonstrate positive academic performance, student growth in mathematics and overall STAAR achievement are not yet at the desired campus levels. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement.
3	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.
3	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR math achievement data shows that our academic growth score was 56% but our goal is 70%.	Although Cypress Grove students demonstrate positive academic performance, student growth in mathematics and overall STAAR achievement are not yet at the desired campus levels. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The 2025-26 campus discipline data indicates inconsistent tracking procedures for promoting positive behavior supports. This inconsistency hinders efforts to strengthen character development and cultivate a shared responsibility for fostering student ownership of learning.	A review of the 2025-26 campus discipline data suggests that the inconsistent promotion of positive behavior supports and limited student ownership of learning stem from the absence of a clear, campus-wide system for behavior tracking and intervention.
3	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.

Performance Objective 2 ☑ High Priority

Increase the reading passing rate of African American students on EOY MAP from 64% to 70% by 05/2027.On reading STAAR, our growth score was 47% and our new targeted score is 70%.

Evaluation Data Source: EOY MAP, STAAR

Strategy 1

Provide professional development for teachers on evidence-based instructional practices and differentiation strategies to support targeted student growth and close academic performance gaps.

Strategy's Expected Result/Impact: Increased implementation of differentiated Tier 1 instructional strategies across all grade levels, resulting in an increase in student growth scores on interim MAP assessments and a higher percentage of students achieving grade-level proficiency on STAAR reading and math.

Staff Responsible for Monitoring: Principal
Assistant Principal
MTSS Coach
Instructional Coaches

Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 2, 3 - Perceptions 3

Title I: 2.5.1, 2.5.2

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Strategy 2

Implement a mentoring program where African American students are paired with mentors who can provide academic support and guidance.

Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 2 - Perceptions 3

Title I: 2.5.1, 2.5.2, 2.5.3

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Strategy 3

During weekly team meetings, teachers will analyze assessment data to identify gaps in African American students' understanding and plan targeted interventions.

Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 2 - Perceptions 3

Title I: 2.5.1, 2.5.2, 2.5.3

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR math achievement data shows that our academic growth score was 56% but our goal is 70%.	Although Cypress Grove students demonstrate positive academic performance, student growth in mathematics and overall STAAR achievement are not yet at the desired campus levels. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement.
3	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.

3	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR math achievement data shows that our academic growth score was 56% but our goal is 70%.	Although Cypress Grove students demonstrate positive academic performance, student growth in mathematics and overall STAAR achievement are not yet at the desired campus levels. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.

Performance Objective 3 ☑ High Priority

Increase the math passing rate of African American students on EOY MAP from 76% to 85% by 05/2027. On math STAAR, our growth score was 67% and our new targeted score is 75%.

Evaluation Data Source: MAP, STAAR

Strategy 1

Provide professional development for teachers on culturally responsive teaching strategies and differentiation techniques to better meet the needs of African American students.

Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 2 - Perceptions 3

Title I: 2.5.1, 2.5.2

Formative Reviews

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Strategy 2

Implement a mentoring program where African American students are paired with mentors who can provide academic support and guidance.

Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 2 - Perceptions 3

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

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Strategy 3

During weekly team meetings, teachers will analyze assessment data to identify gaps in African American students' understanding and plan targeted interventions.

Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 2 - Perceptions 3

Title I: 2.5.1, 2.5.2, 2.5.3

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.

Performance Objective 4

By 05/2027, increase the percentage of Special Education students achieving approaches in MAP reading from 39% to 44%. Co-implement Specially Designed Instruction (SDI) and assistive technology tools during core and intervention blocks to align IEP goals with grade-level TEKS, ensuring SPED students achieve target growth of 35% on STAAR.

Evaluation Data Source: EOY MAP, STAAR

Strategy 1

Provide professional development sessions focused on differentiating reading instruction for Special Education students, ensuring teachers have practical strategies to implement in the classroom.

Problem Statements: Student Learning 1 - School Processes & Programs 3

Title I: 2.5.1, 2.5.3

Formative Reviews

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Strategy 2

Establish a weekly collaboration time for Special Education and general education teachers to co-plan reading lessons and share differentiation strategies.

Problem Statements: Student Learning 1 - School Processes & Programs 3

Title I: 2.5.1, 2.5.2

Formative Reviews

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Strategy 3

Implement a reading intervention program where Special Education students receive targeted instruction based on their individual needs during designated intervention times.

Problem Statements: Student Learning 1 - School Processes & Programs 3

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

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Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR math achievement data shows that our academic growth score was 56% but our goal is 70%.	Although Cypress Grove students demonstrate positive academic performance, student growth in mathematics and overall STAAR achievement are not yet at the desired campus levels. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR math achievement data shows that our academic growth score was 56% but our goal is 70%.	Although Cypress Grove students demonstrate positive academic performance, student growth in mathematics and overall STAAR achievement are not yet at the desired campus levels. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement.

Performance Objective 5

By 05/2027, increase the percentage of Special Education students achieving approaches in math MAP from 49% to 54%. Co-implement Specially Designed Instruction (SDI) and assistive technology tools during core and intervention blocks to align IEP goals with grade-level TEKS, ensuring SPED students achieve the long term growth target of 85% on STAAR.

Evaluation Data Source: EOY MAP

Strategy 1

Conduct workshops on differentiating math instruction, focusing on hands-on activities and visual aids to support Special Education students.

Problem Statements: Student Learning 1 - School Processes & Programs 3

Title I: 2.5.1, 2.5.3

Formative Reviews

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Strategy 2

Schedule bi-weekly planning sessions for Special Education and general education teachers to analyze math assessment data and adjust instruction accordingly.

Problem Statements: Student Learning 1 - School Processes & Programs 3

Title I: 2.5.1, 2.5.3

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Strategy 3

Implement a math intervention program where students receive targeted instruction based on their individual needs during a designated intervention time or during math centers.

Problem Statements: Student Learning 1 - School Processes & Programs 3

Title I: 2.5.1, 2.5.2, 2.5.3

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Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR math achievement data shows that our academic growth score was 56% but our goal is 70%.	Although Cypress Grove students demonstrate positive academic performance, student growth in mathematics and overall STAAR achievement are not yet at the desired campus levels. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR math achievement data shows that our academic growth score was 56% but our goal is 70%.	Although Cypress Grove students demonstrate positive academic performance, student growth in mathematics and overall STAAR achievement are not yet at the desired campus levels. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement.

Performance Objective 6 ☑ High Priority

For STAAR Closing the Gaps, focus will be the meets and masters targets. Increase Meets All Subjects from 55% to 60%. Increase Masters all subjects from a 26% to 32%.

Strategy 1

Teachers will use STAAR, interim, and formative assessment data to identify prerequisite skill gaps and strategically group students for targeted instruction, intervention, and enrichment. PLC teams will monitor student progress, adjust instruction based on evidence of learning, and provide additional opportunities for students approaching or exceeding Meets-level standards to demonstrate mastery. Continue to push enrich the master's levels students.

Strategy's Expected Result/Impact: Improvement in targeted scores for meets/masters. Less droppers; more hoppers.

Staff Responsible for Monitoring: Teachers, Admin

Problem Statements: Student Learning 1 - School Processes & Programs 3

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR math achievement data shows that our academic growth score was 56% but our goal is 70%.	Although Cypress Grove students demonstrate positive academic performance, student growth in mathematics and overall STAAR achievement are not yet at the desired campus levels. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR math achievement data shows that our academic growth score was 56% but our goal is 70%.	Although Cypress Grove students demonstrate positive academic performance, student growth in mathematics and overall STAAR achievement are not yet at the desired campus levels. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement.

Goal 3

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

Performance Objective 1 ☑ High Priority

Cypress Grove will increase parental engagement and participation in all school wide activities, events, and committees from the beginning of the school year to the end of the year by 15%.

Evaluation Data Source: Parent Sign in Sheets, Parent participation in surveys, Title 1 sign in sheets of all parental/community offerings of participation.

Strategy 1

Provide at least two opportunities for parents to be involved and engaged in their student's achievement through events addressing math, reading, and science .

Strategy's Expected Result/Impact: Increased parental involvement and attendance.

Staff Responsible for Monitoring: Guiding Coalition Members, Teaching Staff, Instructional Coaches, MTSS Coordinator. Administrators

Problem Statements: Student Learning 1 - School Processes & Programs 3 - Perceptions 1

Funding Sources: Parent Engagement 211 Title I, Part A, $2,520

Title I: 2.5.2

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR math achievement data shows that our academic growth score was 56% but our goal is 70%.	Although Cypress Grove students demonstrate positive academic performance, student growth in mathematics and overall STAAR achievement are not yet at the desired campus levels. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR math achievement data shows that our academic growth score was 56% but our goal is 70%.	Although Cypress Grove students demonstrate positive academic performance, student growth in mathematics and overall STAAR achievement are not yet at the desired campus levels. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The 2025-26 campus discipline data indicates inconsistent tracking procedures for promoting positive behavior supports. This inconsistency hinders efforts to strengthen character development and cultivate a shared responsibility for fostering student ownership of learning.	A review of the 2025-26 campus discipline data suggests that the inconsistent promotion of positive behavior supports and limited student ownership of learning stem from the absence of a clear, campus-wide system for behavior tracking and intervention.

Performance Objective 2 ☑ High Priority

By 05/2027, consistently use our behavioral management tracking system across the campus to promote positive behavior supports and character development, increasing student ownership of learning.

Evaluation Data Source: Google tracking forms, staff/student surveys

Strategy 1

Develop and implement a school-wide positive behavior support system that includes clear expectations, rewards, and consequences. Train all staff on the system to ensure consistency.

Problem Statements: Perceptions 1

Title I:

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Strategy 2

Conduct monthly professional development sessions for teachers on effective classroom management techniques and strategies for promoting positive behavior.

Problem Statements: Perceptions 1

Funding Sources: Professional Learning 211 Title I, Part A, $4,000

Title I:

Formative Reviews

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Strategy 3

Establish a student leadership team to promote peer accountability and ownership of learning. This team will meet monthly to discuss and implement initiatives that encourage positive behavior.

Problem Statements: Student Learning 1 - School Processes & Programs 3 - Perceptions 1

Title I:

Formative Reviews

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Strategy 4

Implement a character education program that integrates character development into the curriculum. Teachers will incorporate character lessons into their weekly lesson plans.

Problem Statements: Perceptions 1

Title I: 2.5.1

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR math achievement data shows that our academic growth score was 56% but our goal is 70%.	Although Cypress Grove students demonstrate positive academic performance, student growth in mathematics and overall STAAR achievement are not yet at the desired campus levels. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR math achievement data shows that our academic growth score was 56% but our goal is 70%.	Although Cypress Grove students demonstrate positive academic performance, student growth in mathematics and overall STAAR achievement are not yet at the desired campus levels. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The 2025-26 campus discipline data indicates inconsistent tracking procedures for promoting positive behavior supports. This inconsistency hinders efforts to strengthen character development and cultivate a shared responsibility for fostering student ownership of learning.	A review of the 2025-26 campus discipline data suggests that the inconsistent promotion of positive behavior supports and limited student ownership of learning stem from the absence of a clear, campus-wide system for behavior tracking and intervention.

Goal 4

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

Performance Objective 1

Increase the number of staff trained and utilizing Nearpod from 75% to 85% to enhance formative assessment and student reflection by the end of May 2027.

Evaluation Data Source: Nearpod usage reports and student formative and reflective data results

Strategy 1

Provide extensive, aligned professional learning in technology integration specifically in the Nearpod learning platform.

Strategy's Expected Result/Impact: Enhanced student learning reflections and increased academic progress on student formative assessments.

Staff Responsible for Monitoring: Administrators, Instructional Coaches, Campus Digital Learning Ambassador, Campus Tech Teacher Cohort

Problem Statements: Student Learning 1 - School Processes & Programs 3

Funding Sources: Technology Supplies 211 Title I, Part A, $4,000

Title I:

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR math achievement data shows that our academic growth score was 56% but our goal is 70%.	Although Cypress Grove students demonstrate positive academic performance, student growth in mathematics and overall STAAR achievement are not yet at the desired campus levels. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR math achievement data shows that our academic growth score was 56% but our goal is 70%.	Although Cypress Grove students demonstrate positive academic performance, student growth in mathematics and overall STAAR achievement are not yet at the desired campus levels. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement.

Goal 5 CSISD will enhance effective instructional practices by implementing innovative and personalized learning experiences.

Performance Objective 1 ☑ High Priority

Utilize the essential learning and teaching document and self-reflection tool to improve instructional practices in all content areas.

Evaluation Data Source: TTESS Self-Reflection Form for all teachers

Strategy 1

Teachers will use the Essential Learning and Teaching Document and Self-Reflection Tool to strengthen instructional planning, delivery, and reflection across all content areas.

Strategy's Expected Result/Impact: TTESS, TPESS

Staff Responsible for Monitoring: Teachers, Admin

Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 2, 3 - Perceptions 1, 3

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR math achievement data shows that our academic growth score was 56% but our goal is 70%.	Although Cypress Grove students demonstrate positive academic performance, student growth in mathematics and overall STAAR achievement are not yet at the desired campus levels. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement.
3	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.
3	Although Cypress Grove students demonstrate positive growth in academic performance, the 2026-27 STAAR math achievement data shows that our academic growth score was 56% but our goal is 70%.	Although Cypress Grove students demonstrate positive academic performance, student growth in mathematics and overall STAAR achievement are not yet at the desired campus levels. Inconsistent analysis of student learning and prerequisite skill gaps limits the campus's ability to identify and address learning needs early enough to accelerate achievement.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The 2025-26 campus discipline data indicates inconsistent tracking procedures for promoting positive behavior supports. This inconsistency hinders efforts to strengthen character development and cultivate a shared responsibility for fostering student ownership of learning.	A review of the 2025-26 campus discipline data suggests that the inconsistent promotion of positive behavior supports and limited student ownership of learning stem from the absence of a clear, campus-wide system for behavior tracking and intervention.
3	Our current African American student group achieved an academic growth rate of 47% in reading, with a target score of 70% for the 2026-2027 school year. On the math STAAR, the growth score was 67%, with a new target score of 75%.	Inconsistent access to rigorous, standards-aligned instruction that meets individual learning needs; data disaggregation across PLCs and CTMs is not yet consistently applied to identify specific learning gaps, establish individualized targets, plan responsive interventions, and monitor ongoing growth.

State Compensatory Education

State Compensatory

Budget for Cypress Grove Intermediate School

Total SCE Funds: $4,800.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Please see Title1Crate for the following documentation.

1.2 Location for Evidence of Multiple Meetings Held

Please see Title1Crate for the following documentation.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Please see Title1Crate for the following documentation.

2.2 Stakeholders 1114(b)(2)

Please see Title1Crate for the following documentation.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

Please see Title1Crate for the following documentation.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

Please see Title1Crate for the following documentation.

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

Please see Title1Crate for the following documentation.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Please see Title1Crate for the following documentation.

Title I Personnel

Name	Position	Program	FTE
Shavaya Lewis	MTSS Coordinator		1

Committees

Committees

Guiding Coalition

Meeting Logs

Date	Location	Sign In Sheet	Notes
December 7, 2026 @ 4:15 PM	Grove	--	--
November 2, 2026 @ 4:15 PM	Grove	--	--
October 5, 2026 @ 4:15 PM	Grove	--	--
July 23, 2026 @ 9:00 AM	Grove	Cypress Grove Intermediate School - Guiding Coalition (1).pdf	Cypress Grove Intermediate School - Guiding Coalition (1).pdf

Members

First Name	Last Name	Position	Committee Role
Sarah	Shafer	6th Math Teacher	Digital Learning Ambassador
Karen	Key	6th SS Teacher	Team Leader
Lauren	Cummings	Assistant Principal	Admin Leader
Courtney	Price	5th/6th ELA Teacher	Team Leader
Matthew	Herring	5th SS Teacher	Team Leader
Aaron	Salazar	5th Sci Teacher	Team Leader
Tori	Wells	6th Math Teacher	Team Leader
Kelly	Montgomery	Band	Fine Arts Leader
Amy	Mason	ELA Fundamentals/Coteach	SPED Leader
Kandi	Anderson	6th SCI Teacher	Team Leader
Becky	Lapaglia	5th ELA Teacher	Department Head
Amber	Friedrich	5th Math Teacher	Department Head
Michelle	Dalton	Instructional Coach	ELA/SS Content Coach
Kimberly	House	Instructional Coach	Math/Sci Content Coach
Shavaya	Lewis	MTSS Coordinator	Data Leader
Dana	Schultea	Counselor	Consultant

Piper	Cameron	Principal	Admin Leader

Site Based Decision Making Committee

Members

First Name	Last Name	Position	Committee Role
Mary	Broussard	Non-Classroom Professional	Community Rep
Drew	Decuir	Non-Classroom Professional	Business Rep
Chuck	Vieau	Non-Classroom Professional	Business Rep
Julie	Anderson	PTO Vice President	Parent
Sarah	Shafer	6th Math	Digital Learning Ambassador
Kayce	Jones	PTO President	Parent
Karen	Key	6th SS	SS Team Leader
Becky	Lapaglia	5th ELA	Department Head
Kelly	Montgomery	Band	Fine Arts Leader
Jan	Decoste	Attendance Clerk	Office Staff Rep
Amber	Friedrich	Math Lead	Classroom Teacher
Kandi	Anderson	Science Lead	Classroom Teacher
Amy	Mason	SPED	SPED Rep
Brandy	Tuck	Non-Classroom Professional	Community Rep
Kimberly	House	Math/SCI Instructional Coach	Math/SCI Content Lead
Michelle	Dalton	ELA/SS Instructional Coach	ELA/SS Content Lead
Shavaya	Lewis	MTSS Coordinator	MTSS Data Rep
Dana	Schultea	Counselor	Counselor
Lauren	Cummings	Assistant Principal	Admin Rep
Piper	Cameron	Principal	Admin Rep

Funding Summary

Funding Summary

199 State Compensatory Ed (SCE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Tier 2 Instructional Resources	--	$4,800.00
				Sub-Total	$4,800.00
				Budgeted Fund Source Amount	$4,800.00
				+/- Difference	$0.00

211 Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Planning Support Materials	--	$3,772.00
1	4	2	Planning Support Materials	--	$3,772.00
1	5	2	Planning Support Materials	--	$3,771.00
2	1	1	Tier 2 Instructional Resources	--	$25,000.00
2	1	3	Academic Tutors	--	$77,125.00
3	1	1	Parent Engagement	--	$2,520.00
3	2	2	Professional Learning	--	$4,000.00
4	1	1	Technology Supplies	--	$4,000.00
				Sub-Total	$123,960.00
				Budgeted Fund Source Amount	$123,960.00
				+/- Difference	$0.00

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services, School Counselors	11/7/2025	Jeff Mann	9/12/2025
Child Abuse and Neglect	Campus Administrators, Director of Human Resources	11/7/2025	Jeff Mann	9/12/2025
Coordinated Health Program	Director of Child Nutrition, Director of Special Programs	11/7/2025	Jeff Mann	9/12/2025
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Teaching and Learning, Chief of Staff & Leadership, Superintendent	11/7/2025	Jeff Mann	9/12/2025
Disciplinary Alternative Education Program (DAEP)	College View High School Principal, Director of Student Services	11/7/2025	Jeff Mann	9/12/2025
Dropout Prevention	Director of Student Services	11/7/2025	Jeff Mann	9/12/2025
Dyslexia Treatment Program	Executive Director of Special Services	11/7/2025	Jeff Mann	9/12/2025
Title I, Part C Migrant	Director of Federal and State Programs	11/7/2025	Jeff Mann	9/12/2025
Pregnancy Related Services	Director of Federal and State Programs	11/7/2025	Jeff Mann	9/12/2025
Post-Secondary Preparedness	Director of Student Services	11/7/2025	Jeff Mann	9/12/2025
Recruiting Teachers and Paraprofessionals	Director of Human Resources	11/7/2025	Jeff Mann	9/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Special Services	11/7/2025	Jeff Mann	9/12/2025
Student Welfare: Discipline/Conflict/ Violence Management	Director of Student Services, Campus Administration	11/7/2025	Jeff Mann	9/12/2025
Texas Behavior Support Initiative (TBSI)	Executive Director of Special Services	11/7/2025	Jeff Mann	9/12/2025
Technology Integration	Director of Digital Learning	11/7/2025	Jeff Mann	9/12/2025
Job Description for Peace Officers, Resource				

Officers & Security Personnel	Superintendent, School Board	

Addendums

Professional Development Plan
2024-2025

Our purpose for staff development in the 2024-25 school year for Cypress Grove Intermediate is to provide each staff member an opportunity to grow and learn. Professional development opportunities will focus around professional learning community growth, instructional support, social emotional support, and climate building.

Date	Professional Development
August 5-13 August 12-Guiding Coalition Mtg	Agenda Reflection PP Aug 14 Leadership "Connecting Leaders" Meeting
August Campus Collab Time Link to Timeline of Collab PD HERE	Begin Collab Times-norms, goals, foundation Introduce Collab Hub HERE
September 3 Guiding Coalition Mtg	Guiding Coalition meeting with group of 6
September Collab Time PD TBD	Collab Focuses this month should include: M-Data Dive T-Collaboration W-Vertical Dive TH-Planning from Data Collaboration F-Planning Wrap-up
September 10 Campus Collab After School	Clarity of IC/MTSS roles & purpose present **Title 1 Training PP**
September 26 (after school in Grove)	Cross Curricular Talks (ELA/SS & Math/Sci)
October1 Guiding Coalition Mtg	• Guiding Coalition meeting with group of 6
October Collab Time PD TBD	Collab Focuses this month should include: M-Data Dive T-Collaboration Planning W-Vertical Dive TH- Data Collaboration F-Planning Wrap-up

October 8 Campus Collab After School	Canceled-will handle everything on 10th/11th
October 10/11 Staff Dev Day	*Meet with Monday Morning Team (JD, House, Shepard, Dalton, Mann, Parkerson)
Oct 21 Oct 24 Virtual	Title One Meeting
November Collab Time PD TBD	Collab Focuses this month should include: M-Data Dive T-Collaboration Planning W-Vertical Dive TH- Data Collaboration F-Planning Wrap-up
November 12 Guiding Coalition After School	• Guiding Coalition meeting with group of 6
November 21 (after school in Grove)	Cross Curricular Talks (ELA/SS & Math/Sci)-Sip, See, Celebrate Day *pizza, drinks, fun
December 3 Guiding Coalition Mtg	• Guiding Coalition meeting with group of 6
December Collab Time PD TBD	Collab Focuses this month should include: M-Data Dive T-Collaboration Planning W-Vertical Dive TH- Data Collaboration F-Planning Wrap-up
December 10 Campus Collab After School	HolidayTeam building: Reindeer Games - full group
Jan 6-Staff Dev	Possible Campus PLC today and cancel 14th Unpack Behavior Matrix and Essential Standards
Jan 6 Guiding Coalition Mtg	• Guiding Coalition meeting with group of 6
January Collab Time PD TBD	Collab Focuses this month should include: M-Data Dive T-Collaboration Planning W-Vertical Dive TH- Data Collaboration F-Planning Wrap-up

January 14 Campus Collab After School	
January 30	Cross Curricular Talks (ELA/SS & Math/Sci)
Feb 4 Guiding Coalition Mtg	• Guiding Coalition meeting with group of 6
Feb Collab Time PD TBD	Collab Focuses this month should include: M-Data Dive T-Collaboration Planning W-Vertical Dive TH- Data Collaboration F-Planning Wrap-up
Feb Date TBD	Student Survey-in labs 114 and 120 today with student focus group
February 11 Campus Collab After School	
February 17 Staff Dev Day	
March 4 Guiding Coalition Mtg	• Guiding Coalition meeting with group of 6
March Collab Time PD TBD	Collab Focuses this month should include: M-Data Dive T-Collaboration Planning W-Vertical Dive TH- Data Collaboration F-Planning Wrap-up
March 11	• SPRING BREAK
March Date TBD	STAAR Training-full faculty meeting
April 1 Guiding Coalition Mtg	Guiding Coalition meeting with group of 6
April Collab Time PD TBD	Collab Focuses this month should include: M-Data Dive T-Collaboration Planning W-Vertical Dive TH- Data Collaboration F-Planning Wrap-up

April 8 Campus Collab After School	• Vision Check in • Teacher presentation of something great going on in their department • Information on roll out of SWOT (CNA) campuswide
April Date TBD	SWOT information
April Date TBD	Cross Curricular Talks (ELA/SS & Math/Sci)
Week of April Date TBD	Generate SWOT results
May 6 Guiding Coalition Mtg	• Guiding Coalition meeting with group of 6
May Collab Time PD TBD	Collab Focuses this month should include: M-Data Dive T-Collaboration Planning W-Vertical Dive TH- Data Collaboration F-Planning Wrap-up
May 13 Campus Collab After School	