College Station ISD

Forest Ridge Elementary School

Accountability Rating: A

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

2026-2027 Campus Improvement Plan

Board Approval Date:
October 20, 2026

Public Presentation Date:
September 15, 2026

Generated by Plan4Learning.com
September 16, 2026 at 11:16 AM

Mission Statement

All Falcons Learn at High Levels

Vision

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

Collective Commitments

Climate:

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

Extra Time and Support:

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

Leadership:

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

Instruction:

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

Culture:

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

Assessment:

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

Table of Contents

Comprehensive Needs Assessment 4

Needs Assessment Overview 5

Demographics 6

Student Learning 8

School Processes & Programs 11

Perceptions 13

Priority Problem Statements 15

Data Documentation for CNA 18

Improvement Planning Data 19

Accountability Data 19

Student Data: Assessments 19

Student Data: Student Groups 20

Student Data: Behavior and Other Indicators 20

Employee Data 20

Parent/Community Data 21

Support Systems and Other Data 21

Goals 22

Goal 1 : CSISD will enhance effective instructional practices by implementing innov... 23

Goal 2 : CSISD will elevate academic outcomes of historically underperforming stu... 35

Goal 3 : CSISD will enrich students' school experiences by strengthening relations... 47

Goal 4 : CSISD will transform the learner experience through purposeful integratio... 52

State Compensatory Education 54

Budget for Forest Ridge Elementary School 55

Committees 56

Campus Improvement Planning Committeee 57

Members 57

Funding Summary 59

199 State Compensatory Ed (SCE) 60

Policies, Procedures, and Requirements 61

Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Forest Ridge Elementary is dedicated to creating a positive, engaging, and inclusive learning environment where every student is challenged, supported, and inspired to achieve high levels of success. We believe that each child brings unique strengths, talents, and experiences to our campus, and our highly collaborative staff is committed to ensuring those strengths are cultivated through high-quality instruction, meaningful relationships, and a culture of continuous growth. Guided by our mission, **All Falcons Learn at High Levels**, we work collectively to provide every student with the opportunities, support, and enrichment needed to thrive.

The School Improvement Team, comprised of teachers, campus leaders, parents, and community representatives, plays a vital role in shaping the continuous improvement efforts at Forest Ridge. Through the review of student achievement data, demographic trends, school processes and programs, and stakeholder feedback, the team identifies areas of celebration and opportunities for growth. This collaborative analysis informs the development of campus goals, strategic actions, and targeted supports that will strengthen teaching, learning, and student outcomes throughout the 2026–2027 school year.

Demographics

Summary

Forest Ridge is one of ten elementary schools in College Station ISD. Forest Ridge currently serves approximately 494 students in Early Childhood through 4th grade with diverse backgrounds and needs. Our student population summary includes: African American at 10.32%, Hispanic at 17.6%, Caucasian at 73.48%, Asian at 14.57% and American Indian at 0.02%. Our demographics are further disaggregated by Economically Disadvantaged at 21.66%, LEP/EB at 14.18%, Gifted and Talented at 13.97% and Special Education at 17%. The diversity represented at Forest Ridge provides a necessity for practical, research-based, community building resources for working with culturally and linguistically diverse children to bring about equity and inclusion of all students.

Strengths

- All demographic groups performed above the 50th percentile in both achievement and growth on the NWEA MAP Mathematics assessment during the 2025–2026 school year.
- 96% of Emergent Bilingual (EB) students met the passing standard on the Reading Language Arts STAAR assessment.
- Hispanic students demonstrated exceptional growth in Mathematics on NWEA MAP, reaching the 99th percentile for growth in 2nd grade and the 93rd percentile in 4th grade.
- African American students demonstrated increased achievement in Reading on NWEA MAP, with the achievement percentile rising from the 56th percentile in 2024–2025 to the 61st percentile in 2025–2026.
- Hispanic students also demonstrated increased achievement in Reading on NWEA MAP, with the achievement percentile increasing from the 69th percentile in 2024–2025 to the 73rd percentile in 2025–2026.
- 100% of 4th grade students who participated in STAAR Alternate 2 met the passing standard in both Reading Language Arts and Mathematics.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	According to the NWEA MAP Assessment, while students are meeting the targets, the conditional growth indices for Reading (ranging from the 80th to 93rd percentiles) are generally lower than those in Math and Science.	A continued need for clarity and support in using individual student data to design responsive instruction that meets the needs of all learners, from those requiring intervention to those ready for extension.
2 ★	Although our Emergent Bilingual, Hispanic, and African American student groups continue to demonstrate consistent growth in reading achievement, strengthening academic language development remains essential to accelerating progress toward and beyond grade-level reading proficiency.	Gaps in academic vocabulary are a key barrier to students' reading growth and overall comprehension.
3 ★	Although overall ECR performance improved, a significant number of students (37) were unable to demonstrate proficiency, highlighting the need for a more systematic approach to teaching, monitoring, and supporting extended written responses.	To support stronger writing performance by 3rd grade, earlier grade levels need increased focus on explicit writing instruction, including structure, clarity, and the use of text evidence. Additionally, ongoing collaboration among SPED, ESL, and general education teachers is essential to ensure aligned support that fosters growth for all student populations.
4 ★	To sustain high levels of achievement, Forest Ridge must strengthen the consistent implementation of PLC Question 4 by providing intentional, rigorous extension opportunities for students who have demonstrated proficiency.	Teachers have effectively prioritized proficiency, and this creates the momentum to now focus more intentionally on critical question 4 as a pathway to elevate student growth.

★ = Priority

Student Learning

Summary

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

Our 2025 - 2026 STAAR achievement data indicates continued mastery and meeting of grade level expectations in both reading and mathematics. The 3rd grade had an overall passing rate of 89% in reading and 87% in mathematics. 4th grade had an overall passing rate of 97% in reading and 94% in mathematics. With this data there was an increase in mastery level achievement. Reflecting this strong performance, Forest Ridge earned an "A" accountability rating and earned all 5 distinction designations (English Language Arts, Math, Top 25% Comparative Academic Growth, Top 25% Comparative Closing the Gaps, and Post Secondary Readiness) through TEA’s school rating evaluation system for the 2025–2026 school year. It is important to note that even with the increased rigor and challenge, the student cohort group moving from third grade to fourth grade maintained their 94% passing rate.

Strengths

- Forest Ridge exceeded the district and national mean RIT scores across all grade levels and content areas for MAP Growth in the 2025-2026 school year.
- Projected growth was exceeded by all grade levels in mathematics, reading, and science on the NWEA MAP Growth Assessment during the 2025 - 2026 school year.
- Across demographic groups, student groups exceed national growth norms (50th percentile).
- The overall campus passing percentage for the RLA STAAR assessment was 93%.
- The overall campus passing percentage for the Math STAAR assessment was 91%.
- There was an increase in students achieving masters on the STAAR mathematics and reading assessments in the 2025 - 2026 school year.
- Our 4th grade students increased their ECR average score from 3.4 in 3rd grade to 5.31 in 4th grade.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	According to the NWEA MAP Assessment, while students are meeting the targets, the conditional growth indices for Reading (ranging from the 80th to 93rd percentiles) are generally lower than those in Math and Science.	A continued need for clarity and support in using individual student data to design responsive instruction that meets the needs of all learners, from those requiring intervention to those ready for extension.
2 ★	To sustain high levels of achievement, Forest Ridge must strengthen the consistent implementation of PLC Question 4 by providing intentional, rigorous extension opportunities for students who have demonstrated proficiency.	Teachers have effectively prioritized proficiency, and this creates the momentum to now focus more intentionally on critical question 4 as a pathway to elevate student growth.
3 ★	Although overall ECR performance improved, a significant number of students (37) were unable to demonstrate proficiency, highlighting the need for a more systematic approach to teaching, monitoring, and supporting extended written responses.	To support stronger writing performance by 3rd grade, earlier grade levels need increased focus on explicit writing instruction, including structure, clarity, and the use of text evidence. Additionally, ongoing collaboration among SPED, ESL, and general education teachers is essential to ensure aligned support that fosters growth for all student populations.
4 ★	Forest Ridge Elementary is experiencing an increase in discipline referrals concentrated in non-classroom settings.	A lack of clearly defined expectations, professional development, and procedural alignment among all staff supervising students outside the classroom.
5 ★	Although our Emergent Bilingual, Hispanic, and African American student groups continue to demonstrate consistent growth in reading achievement, strengthening academic language development remains essential to accelerating progress toward and beyond grade-level reading proficiency.	Gaps in academic vocabulary are a key barrier to students' reading growth and overall comprehension.

6 ★	As PLC and RTI processes continue to evolve, collaborative teams require greater consistency in implementing and refining these practices to ensure effective collaboration and improved student outcomes.	Full implementation of high-performing collaborative teams through PLC and RTI processes typically requires a 3-5 year development timeline, supported by ongoing data-driven training and consistent structures to build collective efficacy.
7 ★	Refine feedback practices to better evaluate the effectiveness of campus experiences and instructional initiatives, ensuring they strengthen meaningful connections, support student learning, and reflect an All In for All Kids commitment through ongoing stakeholder input.	Past feedback survey questions yielded limited data on stakeholders' perceptions of how campus-wide activities, experiences, and events impacted student learning outcomes.

★ = Priority

School Processes & Programs

Summary

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

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

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

Strengths

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

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	As PLC and RTI processes continue to evolve, collaborative teams require greater consistency in implementing and refining these practices to ensure effective collaboration and improved student outcomes.	Full implementation of high-performing collaborative teams through PLC and RTI processes typically requires a 3-5 year development timeline, supported by ongoing data-driven training and consistent structures to build collective efficacy.
2 ★	Forest Ridge Elementary is experiencing an increase in discipline referrals concentrated in non-classroom settings.	A lack of clearly defined expectations, professional development, and procedural alignment among all staff supervising students outside the classroom.

★ = Priority

Perceptions

Summary

Forest Ridge Elementary continues to cultivate a welcoming, safe, and student-centered learning environment where meaningful relationships and high expectations are the foundation of our work. Guided by our mission, **All Falcons Learn at High Levels**, our staff embraces this year's commitment of **One Team. One Energy. One Degree More.** by working collaboratively to ensure every student is known, supported, challenged, and celebrated. Through a shared commitment to continuous improvement and an **All In for All Kids** mindset, teachers and staff work together to create engaging learning experiences that maximize student success.

Forest Ridge is fortunate to have a highly skilled and dedicated staff, with the majority of educators demonstrating proficiency or above on T-TESS evaluations. Strong teacher retention and a collaborative professional culture provide continuity for students while supporting innovation and shared leadership. Collaborative teams regularly analyze student learning, refine instructional practices, and engage in job-embedded professional learning to strengthen collective efficacy and improve outcomes for all students.

Family and community partnerships remain an essential component of our campus culture. Forest Ridge actively seeks stakeholder feedback and values the voices of students, families, staff, and community members as partners in continuous improvement. Throughout the year, we will continue strengthening these connections through school events, campus communications, social media, and partnerships with local organizations, fostering a culture where every member of the Falcon community contributes to student success.

Strengths

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

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Refine feedback practices to better evaluate the effectiveness of campus experiences and instructional initiatives, ensuring they strengthen meaningful connections, support student learning, and reflect an All In for All Kids commitment through ongoing stakeholder input.	Past feedback survey questions yielded limited data on stakeholders' perceptions of how campus-wide activities, experiences, and events impacted student learning outcomes.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	As PLC and RTI processes continue to evolve, collaborative teams require greater consistency in implementing and refining these practices to ensure effective collaboration and improved student outcomes.	Full implementation of high-performing collaborative teams through PLC and RTI processes typically requires a 3-5 year development timeline, supported by ongoing data-driven training and consistent structures to build collective efficacy.
2 ★	Although overall ECR performance improved, a significant number of students (37) were unable to demonstrate proficiency, highlighting the need for a more systematic approach to teaching, monitoring, and supporting extended written responses.	To support stronger writing performance by 3rd grade, earlier grade levels need increased focus on explicit writing instruction, including structure, clarity, and the use of text evidence. Additionally, ongoing collaboration among SPED, ESL, and general education teachers is essential to ensure aligned support that fosters growth for all student populations.
3 ★	To sustain high levels of achievement, Forest Ridge must strengthen the consistent implementation of PLC Question 4 by providing intentional, rigorous extension opportunities for students who have demonstrated proficiency.	Teachers have effectively prioritized proficiency, and this creates the momentum to now focus more intentionally on critical question 4 as a pathway to elevate student growth.
4 ★	According to the NWEA MAP Assessment, while students are meeting the targets, the conditional growth indices for Reading (ranging from the 80th to 93rd percentiles) are generally lower than those in Math and Science.	A continued need for clarity and support in using individual student data to design responsive instruction that meets the needs of all learners, from those requiring intervention to those ready for extension.
5 ★	Although our Emergent Bilingual, Hispanic, and African American student groups continue to demonstrate consistent growth in reading achievement, strengthening academic language development remains essential to accelerating progress toward and beyond grade-level reading proficiency.	Gaps in academic vocabulary are a key barrier to students' reading growth and overall comprehension.

6 ★	Forest Ridge Elementary is experiencing an increase in discipline referrals concentrated in non-classroom settings.	A lack of clearly defined expectations, professional development, and procedural alignment among all staff supervising students outside the classroom.
7 ★	Refine feedback practices to better evaluate the effectiveness of campus experiences and instructional initiatives, ensuring they strengthen meaningful connections, support student learning, and reflect an All In for All Kids commitment through ongoing stakeholder input.	Past feedback survey questions yielded limited data on stakeholders' perceptions of how campus-wide activities, experiences, and events impacted student learning outcomes.

★ = 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**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

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

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] **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] **School safety data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [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] **T-TESS data**
- [x] **Support structures: mentors**
- [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**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**

Goals

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

Performance Objective 1 ☑ High Priority

By the end of the 2026-2027 school year, Forest Ridge Collaborative Teams will maximize their impact of the PLC process by consistently using essential standards, common formative assessments, and student evidence to make instructional decisions, provide timely intervention and extension through flex, and ensure high levels of learning for every Falcon.

Evaluation Data Source: Campus Professional Development Sessions (Documented in Professional Learning System)
Walk Through Data
Collaborative Meeting Agenda and Notes
Student Achievement Data
PLC Hub: Unit Plans and Flex Plans

Strategy 1

Campus administrators, instructional coaches, and Guiding Coalition members will provide ongoing support, resources, and guidance to Collaborative Teams to strengthen alignment around essential standards, common formative assessments, and the analysis of student evidence. This support will help teams make responsive instructional decisions and provide timely intervention and extension through Flex to ensure high levels of learning for all students.

Strategy's Expected Result/Impact: Improved alignment and consistency across Collaborative Teams will lead to stronger instructional practices and higher levels of student learning across grade levels.

Staff Responsible for Monitoring: Campus Administration, Instructional Coaches, Guiding Coalition Members, Teachers

Problem Statements: Demographics 1, 2, 3, 4 - Student Learning 1, 2, 3, 5

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 2

Forest Ridge will revisit and clarify campus-wide tight and loose elements for the PLC process and utilize a common CTM agenda template to ensure collaborative team meetings remain focused on the essential work of teaching, learning, assessment, and response to student needs.

Strategy's Expected Result/Impact: 100% of Collaborative Teams will consistently utilize campus CTM structures and expectations to maintain focused, evidence-based collaboration that supports higher levels of student learning across grade levels.

Staff Responsible for Monitoring: Campus Administration, Instructional Coaches, Guiding Coalition Members, Collaborative Teacher Teams

Problem Statements: Demographics 4 - Student Learning 2, 6 - School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 3

At the beginning of the school year, Collaborative Teams will reflect on their effectiveness and intentionally establish or revisit team norms, roles, and collaborative practices using Highly Effective Teams by Bob Sonju as a supporting resource. Teams will continue to reflect on and refine these practices throughout the year.

Strategy's Expected Result/Impact: 100% of Collaborative Teams will establish and maintain effective team norms, roles, and collaborative practices that strengthen collective responsibility and support higher levels of student learning.

Staff Responsible for Monitoring: Campus Administration, Instructional Coaches, Guiding Coalition Members, Collaborative Teacher Teams

Problem Statements: Demographics 4 - Student Learning 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	According to the NWEA MAP Assessment, while students are meeting the targets, the conditional growth indices for Reading (ranging from the 80th to 93rd percentiles) are generally lower than those in Math and Science.	A continued need for clarity and support in using individual student data to design responsive instruction that meets the needs of all learners, from those requiring intervention to those ready for extension.
2	Although our Emergent Bilingual, Hispanic, and African American student groups continue to demonstrate consistent growth in reading achievement, strengthening academic language development remains essential to accelerating progress toward and beyond grade-level reading proficiency.	Gaps in academic vocabulary are a key barrier to students' reading growth and overall comprehension.
3	Although overall ECR performance improved, a significant number of students (37) were unable to demonstrate proficiency, highlighting the need for a more systematic approach to teaching, monitoring, and supporting extended written responses.	To support stronger writing performance by 3rd grade, earlier grade levels need increased focus on explicit writing instruction, including structure, clarity, and the use of text evidence. Additionally, ongoing collaboration among SPED, ESL, and general education teachers is essential to ensure aligned support that fosters growth for all student populations.
4	To sustain high levels of achievement, Forest Ridge must strengthen the consistent implementation of PLC Question 4 by providing intentional, rigorous extension opportunities for students who have demonstrated proficiency.	Teachers have effectively prioritized proficiency, and this creates the momentum to now focus more intentionally on critical question 4 as a pathway to elevate student growth.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	According to the NWEA MAP Assessment, while students are meeting the targets, the conditional growth indices for Reading (ranging from the 80th to 93rd percentiles) are generally lower than those in Math and Science.	A continued need for clarity and support in using individual student data to design responsive instruction that meets the needs of all learners, from those requiring intervention to those ready for extension.

2	To sustain high levels of achievement, Forest Ridge must strengthen the consistent implementation of PLC Question 4 by providing intentional, rigorous extension opportunities for students who have demonstrated proficiency.	Teachers have effectively prioritized proficiency, and this creates the momentum to now focus more intentionally on critical question 4 as a pathway to elevate student growth.
3	Although overall ECR performance improved, a significant number of students (37) were unable to demonstrate proficiency, highlighting the need for a more systematic approach to teaching, monitoring, and supporting extended written responses.	To support stronger writing performance by 3rd grade, earlier grade levels need increased focus on explicit writing instruction, including structure, clarity, and the use of text evidence. Additionally, ongoing collaboration among SPED, ESL, and general education teachers is essential to ensure aligned support that fosters growth for all student populations.
5	Although our Emergent Bilingual, Hispanic, and African American student groups continue to demonstrate consistent growth in reading achievement, strengthening academic language development remains essential to accelerating progress toward and beyond grade-level reading proficiency.	Gaps in academic vocabulary are a key barrier to students' reading growth and overall comprehension.
6	As PLC and RTI processes continue to evolve, collaborative teams require greater consistency in implementing and refining these practices to ensure effective collaboration and improved student outcomes.	Full implementation of high-performing collaborative teams through PLC and RTI processes typically requires a 3-5 year development timeline, supported by ongoing data-driven training and consistent structures to build collective efficacy.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	As PLC and RTI processes continue to evolve, collaborative teams require greater consistency in implementing and refining these practices to ensure effective collaboration and improved student outcomes.	Full implementation of high-performing collaborative teams through PLC and RTI processes typically requires a 3-5 year development timeline, supported by ongoing data-driven training and consistent structures to build collective efficacy.

Performance Objective 2 ☑ High Priority

By the end of the 2026-2027 school year, 100% of collaborative teams will implement an aligned and consistent student goal setting process that empowers students to understand essential learning, monitor their progress, and take ownership and responsibility of their academic growth.

Evaluation Data Source: Assessment Data (MAP Data, CFA Data, District Benchmark Data)
Student Goal Binders
Progress Monitoring Templates
Student goal setting examples

Strategy 1

Campus administrators, instructional coaches, and Guiding Coalition members will provide resources, examples, and ongoing learning opportunities to build staff understanding of effective student goal-setting practices that help students understand essential learning, monitor progress, and take ownership of their academic growth.

Strategy's Expected Result/Impact:
100% of Collaborative Teams will develop and implement a team-aligned approach to student goal setting that increases student awareness and ownership of their learning.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Guiding Coalition Members, Teachers

Problem Statements: Demographics 1, 2, 3, 4 - Student Learning 1, 2, 3, 5, 6 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 2

All students will utilize a learning binder as an organizational tool for maintaining evidence of learning, goals, progress-monitoring information, reflections, and/or other artifacts appropriate to their grade level or program.

Strategy's Expected Result/Impact: 100% of students will have access to and regularly utilize a learning binder to organize evidence of their learning and support reflection on academic growth.

Staff Responsible for Monitoring: Teachers

Problem Statements: Demographics 1, 2, 3, 4 - Student Learning 1, 2, 3, 5, 6 - School Processes & Programs 1

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	February	April	June

Strategy 3

Guiding Coalition members will gather feedback, examples, and learning from Collaborative Teams and facilitate opportunities to share effective practices across grade levels and programs. This collective learning will inform the continued development of a cohesive Forest Ridge student goal-setting system.

Strategy's Expected Result/Impact: Effective practices and common elements will be identified across teams to inform the development of a more aligned and consistent campus-wide student goal-setting process.

Staff Responsible for Monitoring: Guiding Coalition Members

Problem Statements: Student Learning 7 - Perceptions 1

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	According to the NWEA MAP Assessment, while students are meeting the targets, the conditional growth indices for Reading (ranging from the 80th to 93rd percentiles) are generally lower than those in Math and Science.	A continued need for clarity and support in using individual student data to design responsive instruction that meets the needs of all learners, from those requiring intervention to those ready for extension.
2	Although our Emergent Bilingual, Hispanic, and African American student groups continue to demonstrate consistent growth in reading achievement, strengthening academic language development remains essential to accelerating progress toward and beyond grade-level reading proficiency.	Gaps in academic vocabulary are a key barrier to students' reading growth and overall comprehension.

3	Although overall ECR performance improved, a significant number of students (37) were unable to demonstrate proficiency, highlighting the need for a more systematic approach to teaching, monitoring, and supporting extended written responses.	To support stronger writing performance by 3rd grade, earlier grade levels need increased focus on explicit writing instruction, including structure, clarity, and the use of text evidence. Additionally, ongoing collaboration among SPED, ESL, and general education teachers is essential to ensure aligned support that fosters growth for all student populations.
4	To sustain high levels of achievement, Forest Ridge must strengthen the consistent implementation of PLC Question 4 by providing intentional, rigorous extension opportunities for students who have demonstrated proficiency.	Teachers have effectively prioritized proficiency, and this creates the momentum to now focus more intentionally on critical question 4 as a pathway to elevate student growth.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	According to the NWEA MAP Assessment, while students are meeting the targets, the conditional growth indices for Reading (ranging from the 80th to 93rd percentiles) are generally lower than those in Math and Science.	A continued need for clarity and support in using individual student data to design responsive instruction that meets the needs of all learners, from those requiring intervention to those ready for extension.
2	To sustain high levels of achievement, Forest Ridge must strengthen the consistent implementation of PLC Question 4 by providing intentional, rigorous extension opportunities for students who have demonstrated proficiency.	Teachers have effectively prioritized proficiency, and this creates the momentum to now focus more intentionally on critical question 4 as a pathway to elevate student growth.
3	Although overall ECR performance improved, a significant number of students (37) were unable to demonstrate proficiency, highlighting the need for a more systematic approach to teaching, monitoring, and supporting extended written responses.	To support stronger writing performance by 3rd grade, earlier grade levels need increased focus on explicit writing instruction, including structure, clarity, and the use of text evidence. Additionally, ongoing collaboration among SPED, ESL, and general education teachers is essential to ensure aligned support that fosters growth for all student populations.

5	Although our Emergent Bilingual, Hispanic, and African American student groups continue to demonstrate consistent growth in reading achievement, strengthening academic language development remains essential to accelerating progress toward and beyond grade-level reading proficiency.	Gaps in academic vocabulary are a key barrier to students' reading growth and overall comprehension.
6	As PLC and RTI processes continue to evolve, collaborative teams require greater consistency in implementing and refining these practices to ensure effective collaboration and improved student outcomes.	Full implementation of high-performing collaborative teams through PLC and RTI processes typically requires a 3-5 year development timeline, supported by ongoing data-driven training and consistent structures to build collective efficacy.
7	Refine feedback practices to better evaluate the effectiveness of campus experiences and instructional initiatives, ensuring they strengthen meaningful connections, support student learning, and reflect an All In for All Kids commitment through ongoing stakeholder input.	Past feedback survey questions yielded limited data on stakeholders' perceptions of how campus-wide activities, experiences, and events impacted student learning outcomes.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	As PLC and RTI processes continue to evolve, collaborative teams require greater consistency in implementing and refining these practices to ensure effective collaboration and improved student outcomes.	Full implementation of high-performing collaborative teams through PLC and RTI processes typically requires a 3-5 year development timeline, supported by ongoing data-driven training and consistent structures to build collective efficacy.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Refine feedback practices to better evaluate the effectiveness of campus experiences and instructional initiatives, ensuring they strengthen meaningful connections, support student learning, and reflect an All In for All Kids commitment through ongoing stakeholder input.	Past feedback survey questions yielded limited data on stakeholders' perceptions of how campus-wide activities, experiences, and events impacted student learning outcomes.

Performance Objective 3 ☑ High Priority

By the end of the 2026-2027 school year, 100% of collaborative teams will embed PLC Question 4 into the instructional cycle by using common formative assessment data to provide timely, purposeful extension that deepens learning, increases rigor, and ensures continued growth for every Falcon.

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

Strategy 1

Campus administrators, instructional coaches, Guiding Coalition members, and other instructional support staff will provide ongoing professional learning, resources, modeling, and collaborative support to deepen staff understanding of PLC Question 4 and the characteristics of purposeful, rigorous extension.

Strategy's Expected Result/Impact: 100% of Collaborative Teams will demonstrate increased understanding and intentional use of extension practices that deepen learning and promote continued growth for students who demonstrate proficiency.

Staff Responsible for Monitoring: Campus Administration, Instructional Coaches, Guiding Coalition Members, Teachers

Problem Statements: Demographics 1, 4 - Student Learning 1, 2

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

Formative Reviews

November	February	April	June

Strategy 2

Collaborative Teams will intentionally consider PLC Question 4 during unit planning by identifying opportunities for extension connected to essential learning and planning how students who demonstrate proficiency will continue to deepen and apply their learning.

Strategy's Expected Result/Impact: 100% of Collaborative Teams will intentionally incorporate Question 4 into unit planning to increase opportunities for students to engage in deeper, more rigorous learning.

Staff Responsible for Monitoring: Campus Administration, Instructional Coaches, Advanced Academics Specialist, Collaborative Teams, Teachers

Problem Statements: Demographics 1, 4 - Student Learning 1, 2

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

Formative Reviews

November	February	April	June

Strategy 3

Collaborative Teams will explore, implement, and reflect on a variety of developmentally and content-appropriate extension practices that increase cognitive demand, student ownership, application, inquiry, creativity, and authentic problem solving.

Strategy's Expected Result/Impact: 100% of Collaborative Teams will implement and refine purposeful extension practices that provide students opportunities to think more deeply, apply learning in new ways, and continue growing beyond initial proficiency.

Staff Responsible for Monitoring: Campus Administration, Instructional Coaches, Advanced Academics Specialist, Collaborative Teams, Teachers

Problem Statements: Demographics 1, 4 - Student Learning 1, 2

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

Formative Reviews

November	February	April	June

Strategy 4

The Guiding Coalition will gather examples, feedback, resources, and learning from Collaborative Teams throughout the year to identify effective practices and common elements that will inform the continued development of a Forest Ridge framework for purposeful extension.

Strategy's Expected Result/Impact: Effective practices and common elements for Question 4 will be identified across grade levels and programs to inform a more consistent campus-wide approach to extension and continued student growth.

Staff Responsible for Monitoring: Guiding Coalition Memebers

Problem Statements: Demographics 1, 4 - Student Learning 1, 2, 7 - Perceptions 1

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	According to the NWEA MAP Assessment, while students are meeting the targets, the conditional growth indices for Reading (ranging from the 80th to 93rd percentiles) are generally lower than those in Math and Science.	A continued need for clarity and support in using individual student data to design responsive instruction that meets the needs of all learners, from those requiring intervention to those ready for extension.
4	To sustain high levels of achievement, Forest Ridge must strengthen the consistent implementation of PLC Question 4 by providing intentional, rigorous extension opportunities for students who have demonstrated proficiency.	Teachers have effectively prioritized proficiency, and this creates the momentum to now focus more intentionally on critical question 4 as a pathway to elevate student growth.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	According to the NWEA MAP Assessment, while students are meeting the targets, the conditional growth indices for Reading (ranging from the 80th to 93rd percentiles) are generally lower than those in Math and Science.	A continued need for clarity and support in using individual student data to design responsive instruction that meets the needs of all learners, from those requiring intervention to those ready for extension.
2	To sustain high levels of achievement, Forest Ridge must strengthen the consistent implementation of PLC Question 4 by providing intentional, rigorous extension opportunities for students who have demonstrated proficiency.	Teachers have effectively prioritized proficiency, and this creates the momentum to now focus more intentionally on critical question 4 as a pathway to elevate student growth.
7	Refine feedback practices to better evaluate the effectiveness of campus experiences and instructional initiatives, ensuring they strengthen meaningful connections, support student learning, and reflect an All In for All Kids commitment through ongoing stakeholder input.	Past feedback survey questions yielded limited data on stakeholders' perceptions of how campus-wide activities, experiences, and events impacted student learning outcomes.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Refine feedback practices to better evaluate the effectiveness of campus experiences and instructional initiatives, ensuring they strengthen meaningful connections, support student learning, and reflect an All In for All Kids commitment through ongoing stakeholder input.	Past feedback survey questions yielded limited data on stakeholders' perceptions of how campus-wide activities, experiences, and events impacted student learning outcomes.

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, 100% of Collaborative Teams will consistently use common formative assessments and mastery tracking to monitor progress toward essential learning and make timely instructional decisions that ensure continuous student growth.

Evaluation Data Source: Unit Plans
Assessment Data
Walk Through Data
PLC Hub

Strategy 1

Collaborative Teams will periodically unpack essential standards and develop aligned learning targets and success criteria to establish a shared understanding of what students must know and be able to do and what proficiency/mastery looks like.

Strategy's Expected Result/Impact: 100% of Collaborative Teams will demonstrate shared understanding of essential learning and mastery expectations, resulting in greater instructional alignment and consistency across classrooms.

Staff Responsible for Monitoring: Teachers, instructional coaches

Problem Statements: Demographics 1, 2, 3, 4 - Student Learning 1, 2, 3, 4, 5, 6 - School Processes & Programs 1, 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	February	April	June

Strategy 2

Collaborative Teams will collectively develop and administer high-quality CFAs aligned to essential standards and learning targets. Assessments will provide meaningful evidence of students' levels of proficiency, including areas of unfinished learning, mastery, and readiness for extension. Teams will establish common expectations for CFA administration to ensure comparable student evidence across the team.

Strategy's Expected Result/Impact: 100% of Collaborative Teams will utilize aligned CFAs that provide actionable evidence of student proficiency and support instructional decisions for intervention, continued instruction, and extension

Staff Responsible for Monitoring: Teachers, instructional coaches

Problem Statements: Student Learning 6, 7 - School Processes & Programs 1 - Perceptions 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	February	April	June

Strategy 3

Collaborative Teams will collectively analyze CFA results within 48 hours of administration to identify patterns of learning, determine individual student needs, and make timely instructional decisions for reteaching, intervention, continued instruction, and extension.

Strategy's Expected Result/Impact: 100% of Collaborative Teams will routinely analyze CFA evidence within 48 hours and use the results to provide timely instructional responses that support continuous student growth.

Staff Responsible for Monitoring: Teachers, campus administration, instructional coaches

Problem Statements: Student Learning 6, 7 - School Processes & Programs 1 - Perceptions 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	February	April	June

Strategy 4

The Guiding Coalition, with support from campus administrators and instructional coaches, will examine current team mastery-tracking practices and tools, gather feedback from Collaborative Teams, and identify common elements to guide the development of a consistent campus-wide system for tracking student progress toward mastery of essential standards.

Strategy's Expected Result/Impact: A common set of expectations and essential components for mastery tracking will be identified and used to develop a Forest Ridge campus-wide system for monitoring student progress toward essential learning.

Staff Responsible for Monitoring: Guiding Coalition Members

Problem Statements: Student Learning 6, 7 - School Processes & Programs 1 - Perceptions 1

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

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	According to the NWEA MAP Assessment, while students are meeting the targets, the conditional growth indices for Reading (ranging from the 80th to 93rd percentiles) are generally lower than those in Math and Science.	A continued need for clarity and support in using individual student data to design responsive instruction that meets the needs of all learners, from those requiring intervention to those ready for extension.
2	Although our Emergent Bilingual, Hispanic, and African American student groups continue to demonstrate consistent growth in reading achievement, strengthening academic language development remains essential to accelerating progress toward and beyond grade-level reading proficiency.	Gaps in academic vocabulary are a key barrier to students' reading growth and overall comprehension.
3	Although overall ECR performance improved, a significant number of students (37) were unable to demonstrate proficiency, highlighting the need for a more systematic approach to teaching, monitoring, and supporting extended written responses.	To support stronger writing performance by 3rd grade, earlier grade levels need increased focus on explicit writing instruction, including structure, clarity, and the use of text evidence. Additionally, ongoing collaboration among SPED, ESL, and general education teachers is essential to ensure aligned support that fosters growth for all student populations.
4	To sustain high levels of achievement, Forest Ridge must strengthen the consistent implementation of PLC Question 4 by providing intentional, rigorous extension opportunities for students who have demonstrated proficiency.	Teachers have effectively prioritized proficiency, and this creates the momentum to now focus more intentionally on critical question 4 as a pathway to elevate student growth.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	According to the NWEA MAP Assessment, while students are meeting the targets, the conditional growth indices for Reading (ranging from the 80th to 93rd percentiles) are generally lower than those in Math and Science.	A continued need for clarity and support in using individual student data to design responsive instruction that meets the needs of all learners, from those requiring intervention to those ready for extension.
2	To sustain high levels of achievement, Forest Ridge must strengthen the consistent implementation of PLC Question 4 by providing intentional, rigorous extension opportunities for students who have demonstrated proficiency.	Teachers have effectively prioritized proficiency, and this creates the momentum to now focus more intentionally on critical question 4 as a pathway to elevate student growth.
3	Although overall ECR performance improved, a significant number of students (37) were unable to demonstrate proficiency, highlighting the need for a more systematic approach to teaching, monitoring, and supporting extended written responses.	To support stronger writing performance by 3rd grade, earlier grade levels need increased focus on explicit writing instruction, including structure, clarity, and the use of text evidence. Additionally, ongoing collaboration among SPED, ESL, and general education teachers is essential to ensure aligned support that fosters growth for all student populations.
4	Forest Ridge Elementary is experiencing an increase in discipline referrals concentrated in non-classroom settings.	A lack of clearly defined expectations, professional development, and procedural alignment among all staff supervising students outside the classroom.
5	Although our Emergent Bilingual, Hispanic, and African American student groups continue to demonstrate consistent growth in reading achievement, strengthening academic language development remains essential to accelerating progress toward and beyond grade-level reading proficiency.	Gaps in academic vocabulary are a key barrier to students' reading growth and overall comprehension.

6	As PLC and RTI processes continue to evolve, collaborative teams require greater consistency in implementing and refining these practices to ensure effective collaboration and improved student outcomes.	Full implementation of high-performing collaborative teams through PLC and RTI processes typically requires a 3-5 year development timeline, supported by ongoing data-driven training and consistent structures to build collective efficacy.
7	Refine feedback practices to better evaluate the effectiveness of campus experiences and instructional initiatives, ensuring they strengthen meaningful connections, support student learning, and reflect an All In for All Kids commitment through ongoing stakeholder input.	Past feedback survey questions yielded limited data on stakeholders' perceptions of how campus-wide activities, experiences, and events impacted student learning outcomes.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	As PLC and RTI processes continue to evolve, collaborative teams require greater consistency in implementing and refining these practices to ensure effective collaboration and improved student outcomes.	Full implementation of high-performing collaborative teams through PLC and RTI processes typically requires a 3-5 year development timeline, supported by ongoing data-driven training and consistent structures to build collective efficacy.
2	Forest Ridge Elementary is experiencing an increase in discipline referrals concentrated in non-classroom settings.	A lack of clearly defined expectations, professional development, and procedural alignment among all staff supervising students outside the classroom.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Refine feedback practices to better evaluate the effectiveness of campus experiences and instructional initiatives, ensuring they strengthen meaningful connections, support student learning, and reflect an All In for All Kids commitment through ongoing stakeholder input.	Past feedback survey questions yielded limited data on stakeholders' perceptions of how campus-wide activities, experiences, and events impacted student learning outcomes.

Performance Objective 2 ☑ High Priority

By the end of the 2026-2027 school year, all ELAR teachers will implement explicit writing instruction aligned to grade-level expectations, with a focus on structure, clarity, and use of text evidence to strengthen constructed response writing processes campus wide.

Evaluation Data Source: Unit Plans
Student Work Samples
Common Formative Writing Assessments
Student Goal Binders

Strategy 1

Facilitate vertical team planning sessions focused on aligning academic language, writing expectations, and instructional strategies for constructed response writing across grade levels.

Strategy's Expected Result/Impact: Teachers across grade levels will develop a shared understanding of writing expectations and academic language progression, leading to more consistent instruction. As a result, students will enter 3rd grade with increased familiarity and confidence in constructed response writing, including structure, academic vocabulary, and the use of text evidence.

Staff Responsible for Monitoring: Teachers, Campus Administration, Instructional Coaches

Problem Statements: Demographics 3, 4 - Student Learning 2, 3, 6 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	February	April	June

Strategy 2

Use student writing evidence to plan responsive instruction, including targeted tier 1 instruction, reteaching, and extension based on specific writing needs.

Strategy's Expected Result/Impact: Collaborative Teams use student writing evidence to identify specific strengths and needs and plan timely, targeted instruction that moves all students forward.

Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administration

Problem Statements: Demographics 3, 4 - Student Learning 2, 3, 6 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Although overall ECR performance improved, a significant number of students (37) were unable to demonstrate proficiency, highlighting the need for a more systematic approach to teaching, monitoring, and supporting extended written responses.	To support stronger writing performance by 3rd grade, earlier grade levels need increased focus on explicit writing instruction, including structure, clarity, and the use of text evidence. Additionally, ongoing collaboration among SPED, ESL, and general education teachers is essential to ensure aligned support that fosters growth for all student populations.
4	To sustain high levels of achievement, Forest Ridge must strengthen the consistent implementation of PLC Question 4 by providing intentional, rigorous extension opportunities for students who have demonstrated proficiency.	Teachers have effectively prioritized proficiency, and this creates the momentum to now focus more intentionally on critical question 4 as a pathway to elevate student growth.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	To sustain high levels of achievement, Forest Ridge must strengthen the consistent implementation of PLC Question 4 by providing intentional, rigorous extension opportunities for students who have demonstrated proficiency.	Teachers have effectively prioritized proficiency, and this creates the momentum to now focus more intentionally on critical question 4 as a pathway to elevate student growth.
3	Although overall ECR performance improved, a significant number of students (37) were unable to demonstrate proficiency, highlighting the need for a more systematic approach to teaching, monitoring, and supporting extended written responses.	To support stronger writing performance by 3rd grade, earlier grade levels need increased focus on explicit writing instruction, including structure, clarity, and the use of text evidence. Additionally, ongoing collaboration among SPED, ESL, and general education teachers is essential to ensure aligned support that fosters growth for all student populations.

6	As PLC and RTI processes continue to evolve, collaborative teams require greater consistency in implementing and refining these practices to ensure effective collaboration and improved student outcomes.	Full implementation of high-performing collaborative teams through PLC and RTI processes typically requires a 3-5 year development timeline, supported by ongoing data-driven training and consistent structures to build collective efficacy.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	As PLC and RTI processes continue to evolve, collaborative teams require greater consistency in implementing and refining these practices to ensure effective collaboration and improved student outcomes.	Full implementation of high-performing collaborative teams through PLC and RTI processes typically requires a 3-5 year development timeline, supported by ongoing data-driven training and consistent structures to build collective efficacy.

Performance Objective 3

By the end of the 2026-2027 school year, Flex Time will be implemented with fidelity across all grade levels, with 100% of Collaborative Teams using student evidence to provide targeted intervention and meaningful extension that accelerates learning on essential standards for every student.

Evaluation Data Source: Unit Plans
Student Work Samples
Assessment Data
PLC Hub

Strategy 1

Collaborative Teams will participate in continuous cycles of improvement where they proactively plan targeted interventions and meaningful extensions for essential standards during unit planning, aligned to anticipated CFA evidence, so teams are prepared to respond quickly to varying levels of student mastery.

Strategy's Expected Result/Impact: 100% of Collaborative Teams will have planned instructional responses for essential standards that allow students to receive timely intervention or extension based on CFA evidence.

Staff Responsible for Monitoring: Collaborative Teams, Instructional Coaches, Campus Administrators

Problem Statements: Demographics 1, 2, 3, 4 - Student Learning 1, 2, 3, 5, 6 - School Processes & Programs 1

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

Formative Reviews

November	February	April	June

Strategy 2

Collaborative Teams will implement Flex Time weekly, using current student evidence to create flexible groups and provide targeted intervention and meaningful extension aligned to essential learning.

Strategy's Expected Result/Impact: 100% of Collaborative Teams will implement Flex Time weekly and use student evidence to adjust flexible groups and instruction based on students' current learning needs.

Staff Responsible for Monitoring: Collaborative Teams, Instructional Coaches, Campus Administrators

Problem Statements: Demographics 1, 2, 3, 4 - Student Learning 1, 2, 3, 5, 6 - School Processes & Programs 1

Funding Sources: Academic Tutors 199 State Compensatory Ed (SCE), $2,660

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	February	April	June

Strategy 3

Campus administrators, instructional coaches, Guiding Coalition members, and other instructional support staff will provide ongoing professional learning, resources, modeling, and collaborative support to strengthen teachers' ability to design and deliver targeted interventions and meaningful extensions that accelerate learning on essential standards.

Strategy's Expected Result/Impact: Collaborative Teams will demonstrate increased effectiveness in providing targeted, evidence-based intervention and meaningful extension, resulting in increased student mastery and continued growth on essential standards across grade levels.

Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Guiding Coalition Members

Problem Statements: Demographics 1, 2, 3, 4 - Student Learning 1, 2, 3, 5, 6 - School Processes & Programs 1

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

Formative Reviews

November	February	April	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	According to the NWEA MAP Assessment, while students are meeting the targets, the conditional growth indices for Reading (ranging from the 80th to 93rd percentiles) are generally lower than those in Math and Science.	A continued need for clarity and support in using individual student data to design responsive instruction that meets the needs of all learners, from those requiring intervention to those ready for extension.
2	Although our Emergent Bilingual, Hispanic, and African American student groups continue to demonstrate consistent growth in reading achievement, strengthening academic language development remains essential to accelerating progress toward and beyond grade-level reading proficiency.	Gaps in academic vocabulary are a key barrier to students' reading growth and overall comprehension.
3	Although overall ECR performance improved, a significant number of students (37) were unable to demonstrate proficiency, highlighting the need for a more systematic approach to teaching, monitoring, and supporting extended written responses.	To support stronger writing performance by 3rd grade, earlier grade levels need increased focus on explicit writing instruction, including structure, clarity, and the use of text evidence. Additionally, ongoing collaboration among SPED, ESL, and general education teachers is essential to ensure aligned support that fosters growth for all student populations.
4	To sustain high levels of achievement, Forest Ridge must strengthen the consistent implementation of PLC Question 4 by providing intentional, rigorous extension opportunities for students who have demonstrated proficiency.	Teachers have effectively prioritized proficiency, and this creates the momentum to now focus more intentionally on critical question 4 as a pathway to elevate student growth.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	According to the NWEA MAP Assessment, while students are meeting the targets, the conditional growth indices for Reading (ranging from the 80th to 93rd percentiles) are generally lower than those in Math and Science.	A continued need for clarity and support in using individual student data to design responsive instruction that meets the needs of all learners, from those requiring intervention to those ready for extension.
2	To sustain high levels of achievement, Forest Ridge must strengthen the consistent implementation of PLC Question 4 by providing intentional, rigorous extension opportunities for students who have demonstrated proficiency.	Teachers have effectively prioritized proficiency, and this creates the momentum to now focus more intentionally on critical question 4 as a pathway to elevate student growth.
3	Although overall ECR performance improved, a significant number of students (37) were unable to demonstrate proficiency, highlighting the need for a more systematic approach to teaching, monitoring, and supporting extended written responses.	To support stronger writing performance by 3rd grade, earlier grade levels need increased focus on explicit writing instruction, including structure, clarity, and the use of text evidence. Additionally, ongoing collaboration among SPED, ESL, and general education teachers is essential to ensure aligned support that fosters growth for all student populations.
5	Although our Emergent Bilingual, Hispanic, and African American student groups continue to demonstrate consistent growth in reading achievement, strengthening academic language development remains essential to accelerating progress toward and beyond grade-level reading proficiency.	Gaps in academic vocabulary are a key barrier to students' reading growth and overall comprehension.
6	As PLC and RTI processes continue to evolve, collaborative teams require greater consistency in implementing and refining these practices to ensure effective collaboration and improved student outcomes.	Full implementation of high-performing collaborative teams through PLC and RTI processes typically requires a 3-5 year development timeline, supported by ongoing data-driven training and consistent structures to build collective efficacy.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	As PLC and RTI processes continue to evolve, collaborative teams require greater consistency in implementing and refining these practices to ensure effective collaboration and improved student outcomes.	Full implementation of high-performing collaborative teams through PLC and RTI processes typically requires a 3-5 year development timeline, supported by ongoing data-driven training and consistent structures to build collective efficacy.

Goal 3

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

Performance Objective 1

By the end of the 2026 - 2027 school year, Forest Ridge will reduce discipline referrals in non-classroom settings through the systematic implementation of Tier 1 and Tier 2 behavior supports.

Evaluation Data Source: Behavior Data Logs
Discipline referrals in Eschool
Behavior Solutions Team Agendas

Strategy 1

During the 2026-2027 school year, staff will implement consistent Tier 1 behavior supports across non-classroom settings through explicit teaching, pre-correction, active supervision, and positive reinforcement of Falcon 4 expectations.

Strategy's Expected Result/Impact: Teachers will have increased access to consistent, research-based Tier 1 behavior supports such as: Character Strong, Behavior Solutions, Daily Social Skills, and Restorative Practices, resulting in more proactive classroom management, improved student behavior, and a stronger campus-wide culture of social-emotional learning and positive behavior reinforcement.

Staff Responsible for Monitoring: Behavior Solutions Team, Counselor, Teachers

Problem Statements: Student Learning 4, 6 - School Processes & Programs 1, 2

Formative Reviews

November	February	April	June

Strategy 2

Strengthen staff consistency and shared language by embedding the Falcon 4, Power Skills, and behavior matrix into daily interactions and reinforcing expectations across all campus settings.

Strategy's Expected Result/Impact: This common language will promote clarity, consistency, and a positive school culture, helping students internalize key behavioral and social-emotional expectations across all settings.

Staff Responsible for Monitoring: Guiding Coalition, Counselor, Teachers

Problem Statements: Student Learning 4, 6 - School Processes & Programs 1, 2

Formative Reviews

November	February	April	June

Strategy 3

The Behavior Solutions Team, a subset of the Guiding Coalition, will continue to refine its system for regularly reviewing behavior data to monitor trends, provide feedback, and adjust Tier 1 and Tier 2 supports.

Strategy's Expected Result/Impact: Consistent response to Tier 1 behavior intervention. Proactive support for teachers through coaching and classroom management strategies to prevent escalation.

Staff Responsible for Monitoring: Behavior Solutions Team, Campus Administration, Teachers

Problem Statements: Student Learning 4, 6 - School Processes & Programs 1, 2

Formative Reviews

November	February	April	June

Strategy 4

Strengthen Tier 2 interventions, including Behavior Academy, to provide targeted instruction, practice, and progress monitoring for students needing additional support with replacement behaviors and successful behavior across non-classroom settings.

Strategy's Expected Result/Impact: Students will generalize replacement behaviors taught through Behavior Academies into consistent, productive behavior habits across classroom and common areas. In addition, teachers will engage in enhanced leadership opportunities to support and influence schoolwide behavior structures, contributing to a more positive and proactive campus culture.

Staff Responsible for Monitoring: Guiding Coalition, Behavior Solution Team, Teachers

Problem Statements: Student Learning 4, 6 - School Processes & Programs 1, 2

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Forest Ridge Elementary is experiencing an increase in discipline referrals concentrated in non-classroom settings.	A lack of clearly defined expectations, professional development, and procedural alignment among all staff supervising students outside the classroom.
6	As PLC and RTI processes continue to evolve, collaborative teams require greater consistency in implementing and refining these practices to ensure effective collaboration and improved student outcomes.	Full implementation of high-performing collaborative teams through PLC and RTI processes typically requires a 3-5 year development timeline, supported by ongoing data-driven training and consistent structures to build collective efficacy.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	As PLC and RTI processes continue to evolve, collaborative teams require greater consistency in implementing and refining these practices to ensure effective collaboration and improved student outcomes.	Full implementation of high-performing collaborative teams through PLC and RTI processes typically requires a 3-5 year development timeline, supported by ongoing data-driven training and consistent structures to build collective efficacy.
2	Forest Ridge Elementary is experiencing an increase in discipline referrals concentrated in non-classroom settings.	A lack of clearly defined expectations, professional development, and procedural alignment among all staff supervising students outside the classroom.

Performance Objective 2

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

Evaluation Data Source: Survey Data
Event Attendance

Strategy 1

Continue to expand authentic student leadership opportunities that foster community

engagement, outreach, and service. (FLIP Clothing and toiletries drive for Chrissy's Closet, Food for Families Food Drive, Campus jobs and responsibilities, and supporting campus wide events as student ambassadors).

Strategy's Expected Result/Impact: Increased student leadership and service minded mentality.

Staff Responsible for Monitoring: FLIP Sponsors, Food Drive Sponsors, Teachers

Problem Statements: Student Learning 7 - Perceptions 1

Formative Reviews

November	February	April	June

Strategy 2

Continue to incorporate stakeholder feedback into schoolwide event planning to strengthen family connections, improve student learning experiences, and enhance our inclusive school culture.

Examples of Events:
Meet the Teacher
Parent Conference Day
Falconpalooza
Sing-A-Longs (Fall & Spring)
Grandparents' Day
Book Fairs (Fall & Spring)
Spirit Nights (Monthly)
Multicultural Celebrations
Grade Level Celebrations and Highlights
Talent Show
Field Day
Dogs with Dads
STEAM Night

Strategy's Expected Result/Impact: Improved communication of school-wide events and increased community involvement.

Staff Responsible for Monitoring: All Staff

Problem Statements: Student Learning 7 - Perceptions 1

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
7	Refine feedback practices to better evaluate the effectiveness of campus experiences and instructional initiatives, ensuring they strengthen meaningful connections, support student learning, and reflect an All In for All Kids commitment through ongoing stakeholder input.	Past feedback survey questions yielded limited data on stakeholders' perceptions of how campus-wide activities, experiences, and events impacted student learning outcomes.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Refine feedback practices to better evaluate the effectiveness of campus experiences and instructional initiatives, ensuring they strengthen meaningful connections, support student learning, and reflect an All In for All Kids commitment through ongoing stakeholder input.	Past feedback survey questions yielded limited data on stakeholders' perceptions of how campus-wide activities, experiences, and events impacted student learning outcomes.

Goal 4

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

Performance Objective 1

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

Evaluation Data Source: Digital Platform Usage Logs
Student Achievement Data
Professional Development Opportunities

Strategy 1

Continue to build instructional capacity within our teachers through purposeful usage of existing digital platforms.

Strategy's Expected Result/Impact: Teachers will continue to use accessible technology devices and resources to support Tier 1 and Tier 2 instruction.

Staff Responsible for Monitoring: Guiding Coalition Members, Teachers

Problem Statements: Demographics 4 - Student Learning 2, 7 - Perceptions 1

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
4	To sustain high levels of achievement, Forest Ridge must strengthen the consistent implementation of PLC Question 4 by providing intentional, rigorous extension opportunities for students who have demonstrated proficiency.	Teachers have effectively prioritized proficiency, and this creates the momentum to now focus more intentionally on critical question 4 as a pathway to elevate student growth.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	To sustain high levels of achievement, Forest Ridge must strengthen the consistent implementation of PLC Question 4 by providing intentional, rigorous extension opportunities for students who have demonstrated proficiency.	Teachers have effectively prioritized proficiency, and this creates the momentum to now focus more intentionally on critical question 4 as a pathway to elevate student growth.
7	Refine feedback practices to better evaluate the effectiveness of campus experiences and instructional initiatives, ensuring they strengthen meaningful connections, support student learning, and reflect an All In for All Kids commitment through ongoing stakeholder input.	Past feedback survey questions yielded limited data on stakeholders' perceptions of how campus-wide activities, experiences, and events impacted student learning outcomes.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Refine feedback practices to better evaluate the effectiveness of campus experiences and instructional initiatives, ensuring they strengthen meaningful connections, support student learning, and reflect an All In for All Kids commitment through ongoing stakeholder input.	Past feedback survey questions yielded limited data on stakeholders' perceptions of how campus-wide activities, experiences, and events impacted student learning outcomes.

State Compensatory Education

State Compensatory

Budget for Forest Ridge Elementary School

Total SCE Funds: $2,175.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

This funding supports an academic intervention program of in-school additional tutoring designed to provide extra, targeted support fo students who are identified as at-risk. These tutoring sessions supplement the regular education program and go beyond what is provi through the regular education program. These tutors are certified teachers who work alongside the regular education staff to supplem regular education services.

Committees

Committees

Campus Improvement Planning Committeee

Members

First Name	Last Name	Position	Committee Role
LaQuita	Stringfellow	Community Member	Community Representative
Neita	Hoelscher	Community Member	Community Representative
Jordan	Lauhoff	Parent	Parent
Aaron	Hogan	ELA & Reading Coordinator	District Representative
Skye	Day	Kindergarten Teacher	Staff Member
Brooke	Lyon	Third Grade Teacher	Staff Memeber
Andrea	Prcin	Fourth Grade Teacher	Staff Member
Kelli	McCollum	Second Grade Teacher	Staff Member
Carie	Aguirre	Second Grade Teacher	Staff Member
Nikki	Castaneda	Resource Teacher	Staff Member
Sara	Leader	Fine Arts Teacher	Staff Member
Morgan	Brown	Second Grade Teacher	Staff Member
Mandi	Pipes	Third Grade Teacher	Staff Member
Mariana	Viana	Instructional Coach	Staff Member
Alyssa	Johnson	Instructional Coach	Staff Member
Roxane	Hord	Counselor	Staff Member
Magen	Lanfear	Special Education Teacher	Staff Member
Angie	Sasse	Enrichment Specialist	Staff Member
Heather	Anz	Fourth Grade Teacher	Staff Member
Hillarie	Rollins	Fourth Grade Teacher	Staff Member
Amy	Blundell	Third Grade Teacher	Staff Member
Abby	Goehring	Third Grade Teacher	Staff Member
Stephanie	Weaver	First Grade Teacher	Staff Member
Jody	Rodriguez	First Grade Teacher	Staff Member

Lyndsey	Snidow	Kindergarten Teacher	Staff Member
Riley	Dickson	Early Childhood Teacher	Staff Member
Lauren	Given	Assistant Principal	Staff Member
Terresa	Katt	Principal	Staff Member
Laura	Osina	PTO President	Parent Representative
Sara	Friedrichs	Business Owner	Business Representative
Mike	Newkham	Management HEB	Business Representative

Funding Summary

Funding Summary

199 State Compensatory Ed (SCE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2	Academic Tutors	--	$2,660.00
				Sub-Total	$2,660.00
				Budgeted Fund Source Amount	$2,660.00
				+/- 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	