College Station ISD

River Bend Elementary

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

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Mission Statement

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

Vision

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

Collective Commitments

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

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

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

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

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Summary

River Bend Elementary serves a diverse and growing community of 555 students in Pre-Kindergarten through 4th grade. Since 2021–2022, enrollment has increased from 478 to 555 students, reflecting the continued growth of the River Bend community. Our student population represents a wide range of racial, ethnic, socioeconomic, linguistic, and learning backgrounds, creating a rich and inclusive environment in which students learn alongside peers with varied experiences and perspectives.

Our campus demographics include 45.3% White, 23.34% Hispanic, 17.07% Black/African American, 8.71% Asian, and 5.57% students identifying as two or more races. The student population is nearly evenly divided by gender, with 50.87% male and 49.13% female students. River Bend also serves a significant population of students receiving specialized services, including 28.05% receiving Special Education services, 53% identified as economically disadvantaged, 11.4% identified as Gifted and Talented, and 8.7% identified as Emergent Bilingual.

The diversity of our student population is supported by a committed and experienced staff. River Bend employs 65 staff members, including 39.6 teachers, with an average of 10.1 years of teaching experience. Our student-to-teacher ratio of 13.1 students per teacher provides opportunities for meaningful relationships, individualized support, and responsive instruction.

Attendance data also reflects a positive campus trend, with the overall attendance rate increasing to 95.77% in 2025–2026. Our mobility rate of 12% is below the state average, providing a strong foundation for consistency in instruction and student support. As our enrollment and student needs continue to evolve, we remain committed to understanding the unique strengths and needs of each demographic group and ensuring that our systems, resources, and instructional practices support every learner.

Strengths

River Bend's greatest demographic strength is the diversity of our students and the academic, cultural, and individual strengths they bring to our school community. Our student population represents multiple racial and ethnic backgrounds, socioeconomic circumstances, learning needs, and linguistic experiences. This diversity enriches our school community and provides students with opportunities to develop empathy, understanding, and appreciation for the perspectives of others.

Our demographic data also demonstrates that students across multiple student groups are capable of achieving high levels of academic success and significant growth. Asian students consistently demonstrate exceptionally strong STAAR achievement, while White students frequently perform above state and district averages. Black/African American students demonstrated particularly notable MAP growth in Grade 4, reaching the 96th percentile in Reading and 82nd percentile in Mathematics for school conditional growth in Spring 2026. Hispanic students also demonstrated exceptional growth, including Kindergarten Mathematics at the 96th percentile, while Grade 2 White students reached the 92nd percentile in Reading growth.

Our Emergent Bilingual students demonstrate another important area of strength, with current and monitored EB students frequently performing at or above state averages and 92% reaching Approaches Grade Level or above in Reading in 2025. These results demonstrate that language development is not a barrier to high achievement when students receive effective, targeted instruction and support.

Attendance is another positive indicator across our student population. Overall attendance has continued to improve, and several student groups demonstrate particularly strong attendance. Asian students have the highest attendance rate at 96.76%, followed closely by White students at 96.61%. The Special Education subgroup has also demonstrated consistent improvement in attendance, increasing from 94.19% in 2022–2023 to 95.46% in 2025–2026.

Ultimately, River Bend's demographic data reflects a school community with tremendous diversity, resilience, and potential. Our students demonstrate that high achievement and significant growth are possible across demographic groups. Our continued focus is to learn from these areas of strength, identify effective practices, and ensure that the same level of opportunity, support, challenge, and success is available to every learner, every day.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Students are who 2 or more races did not meet expected growth in student achievement on RLA and Math STAAR test.	Data disaggregation may have grouped these students with other populations, masking their unique needs.
2 ★	African American students did not meet expected achievement or expected growth on the RLA STAAR test.	Student data has not been consistently disaggregated by student group and used to identify, monitor, and respond to the specific instructional needs of African American students.
3 ★	Asian students did not meet expected growth in student achievement on the RLA and Math STAAR test.	Our systems for analyzing student data and planning differentiated instruction have not consistently ensured that Asian students receive the targeted support or appropriate level of rigor needed to accelerate growth in ELAR and Math.

★ = Priority

Student Learning

Summary

River Bend Elementary remains deeply committed to our mission of ensuring excellence and unique success for every learner, every day. Over the past several years, our campus has demonstrated a remarkable and sustained upward trajectory in student achievement and academic performance. This progress reflects the collective commitment of our students, staff, families, and community to creating a learning environment where every student is known, supported, challenged, and empowered to succeed.

Our continued growth is evident in our state accountability results. In 2026, River Bend earned an Overall Accountability Rating of A with a scaled score of 90, marking a significant accomplishment following consecutive C ratings in 2023 and 2024. Our campus earned a B in Student Achievement (89), an A in School Progress (91), and a B in Closing the Gaps (87). Particularly noteworthy is our Academic Growth raw score of 81, demonstrating that our students are making meaningful progress over time.

Our STAAR achievement data further reflects this positive trajectory. Across all subjects and grade levels, the percentage of students performing at Approaches Grade Level or above increased from 72% in 2023 to 84% in 2025, while students achieving Meets Grade Level or above increased from 49% to 68%. The percentage of students achieving Masters Grade Level also increased from 26% to 35% during this same period. These gains demonstrate the impact of our collective focus on high-quality instruction, collaborative planning, data-driven decision-making, and targeted support for students.

As we celebrate this progress, we recognize that continued improvement requires us to look beyond overall achievement and examine the individual growth of every learner. Our data indicates that while many students are demonstrating expected growth, opportunities remain to strengthen our systems for accelerating learning, particularly for students who have not yet demonstrated the expected level of acceleration. This provides us with a clear opportunity to refine our instructional practices and ensure that every student receives the right level of challenge and support at the right time.

Strengths

Student learning at River Bend is characterized by significant academic growth, increasing levels of achievement, and a strong culture of collective responsibility for student success. Our 2026 state accountability results and STAAR performance demonstrate that students are not only achieving at higher levels but are also making meaningful progress from year to year. The campus earned an A in School Progress, with an Academic Growth raw score of 81, and received distinction designations in Reading/ Language Arts, Mathematics, Comparative Academic Growth, Comparative Closing the Gaps, and Postsecondary Readiness.

Our strongest evidence of student learning is the consistent upward trend in STAAR performance. In just two years, the percentage of students reaching Approaches Grade Level or above increased by 12 percentage points, Meets Grade Level or above increased by 15 percentage points, and Masters Grade Level increased by 9 percentage points. In 2025, 86% of students achieved Approaches or above in RLA, 70% achieved Meets or above, and 29% achieved Masters. In Mathematics, 81% achieved Approaches or above, 66% achieved Meets or above, and 41% achieved Masters.

These results reflect a campus culture that increasingly uses student data to drive instructional decisions. Through collaborative PLCs, common formative assessments, flexible instructional groups, intervention, and enrichment, teachers work collectively to identify essential learning, monitor student progress, and respond to individual student needs. Our continued focus is to build upon these strengths by moving from strong overall growth to consistent acceleration for every learner, ensuring that students who have mastered grade-level content continue to be challenged while students with unfinished learning receive timely, targeted support.

Overall, River Bend's greatest strength is our trajectory. We have established a strong foundation of achievement and growth, and our next opportunity is to deepen the systems that will move every learner forward—ensuring that growth is not only achieved, but accelerated.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Only 48% of 3rd grade students met their expected growth targets in Reading MAP, indicating that less than half of students demonstrated the anticipated academic growth in reading.	Our systems for analyzing student data, identifying specific reading needs, and providing timely, targeted instruction have not been implemented consistently enough to ensure all 3rd grade students make their expected growth in reading.
2 ★	Of the 37 students eligible for accelerated testing, 22 earned 0 acceleration points, indicating that the majority of eligible students did not demonstrate the expected academic acceleration on the STAAR assessment from 3rd to 4th grade.	Our instructional systems have not consistently identified and responded to students who are ready for acceleration with appropriately rigorous, differentiated learning opportunities designed to extend mastery and accelerate growth.

★ = Priority

School Processes & Programs

Summary

At River Bend Elementary, our priority is to nurture the whole child by providing engaging learning experiences, fostering leadership, and creating a safe, supportive environment where every student feels a strong sense of belonging. We maintain high expectations for all learners while providing intentional academic, behavioral, and social-emotional support to meet individual needs. Our commitment to professional learning communities, collaborative teams, and data-driven decision-making ensures that instruction is responsive to student needs and focused on continuous growth. These collective efforts have contributed to significant improvements in student achievement, attendance, and schoolwide outcomes, including earning an A rating with five distinctions in 2026.

Strengths

River Bend Elementary demonstrates strong, systemic practices that support student achievement and well-being. The campus has experienced a significant academic turnaround, earning an A rating in 2026 and five distinctions in Reading/Language Arts, Mathematics, Comparative Academic Growth, Comparative Closing the Gaps, and Postsecondary Readiness. Our PLC structures and Guiding Coalition use student data to identify needs, monitor progress, and provide targeted instruction and intervention. We have also seen a steady increase in attendance, with overall attendance rising from 93.31% in 2021–2022 to 95.77% in 2025–2026, while the percentage of students with no absence issues increased to more than 70%.

River Bend continues to prioritize inclusive, restorative approaches to student behavior, with an emphasis on communication, reflection, and keeping students engaged in learning. Student leadership opportunities, meaningful recognition, and technology-rich learning experiences further support student engagement and ownership. Our staff's commitment to collaboration, professional growth, and continuous improvement remains a key strength in our work to ensure excellence and unique success for every learner, every day.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Although technology is readily available across campus, it is not yet being used consistently or strategically to maximize its impact on teaching and learning.	Teachers need more targeted coaching and support to purposefully integrate instructional technology in ways that enhance instructional effectiveness, deepen student engagement, and transform the learning experience.
2 ★	While River Bend students report high levels of support from adults (94% favorability), there is a significant gap in peer-to-peer relationships, with only 73% of students reporting that their peers care about them and support one another.	Although River Bend has strong systems for building adult-student relationships, we lack a consistent, schoolwide framework for intentionally developing peer relationships and a culture of belonging, collaboration, and mutual support among students.

★ = Priority

Perceptions

Summary

At River Bend Elementary, we believe every student can and will succeed when they are known, valued, challenged, and supported. Our vision of Believe, Belong, Succeed is reflected in the way we build relationships, create opportunities for student leadership, and provide engaging learning experiences that honor the diverse strengths and backgrounds of our students. Our commitment to Professional Learning Communities, collaborative team structures, and data-driven decision-making ensures that educators work collectively to meet the academic and behavioral needs of every learner.

We recognize that strong relationships are foundational to student success. We intentionally foster a safe, inclusive, and nurturing environment where students feel connected to trusted adults and empowered to take ownership of their learning. Through student leadership opportunities, cultural celebrations, family events, and meaningful recognition, we work to strengthen students' sense of belonging and connection to the River Bend community. We also value the partnership of families and community members and believe that strong, two-way communication and shared leadership are essential to student success.

Strengths

Strong Family Communication and Engagement: Families report feeling well-informed and connected to the school. Weekly family newsletters, social media communication, and consistent campus updates provide families with timely and accessible information. High-interest events such as Bears, Books, and Bingo, STEAM Night, Multicultural Night, Bear Share, and Little Olympics create meaningful opportunities for families to connect with one another and the school.

Strong Relationships and Student Leadership: River Bend provides numerous opportunities for students to develop leadership skills and contribute to the school community through Bear Ambassadors, Student Council, Principal Advisory Crew, and RB Steppers. Student accomplishments are intentionally recognized through celebrations such as Growls of Greatness and other opportunities that highlight individual growth and success.

Collaborative Leadership and Continuous Improvement: Staff members actively participate in PLCs, Guiding Coalition work, and collaborative planning to ensure decisions are grounded in student data and focused on continuous improvement. Teacher leaders also contribute to campus and district initiatives, strengthening shared ownership and ensuring River Bend remains connected to broader district goals.

Commitment to Belonging and Whole-Child Support: River Bend has established strong systems for supporting students academically, behaviorally, and socially-emotionally. Students report high levels of support from trusted adults, reflecting the strength of our relationships with students. As we continue to grow, we are intentionally focused on strengthening peer-to-peer relationships and student belonging so that every student feels not only supported by adults, but also valued, included, and supported by their peers.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	While River Bend students report high levels of support from adults (94% favorability), there is a significant gap in peer-to-peer relationships, with only 73% of students reporting that their peers care about them and support one another.	Although River Bend has strong systems for building adult-student relationships, we lack a consistent, schoolwide framework for intentionally developing peer relationships and a culture of belonging, collaboration, and mutual support among students.

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Priority Problem Statements

	Problem Statement	Root Cause
1	Of the 37 students eligible for accelerated testing, 22 earned 0 acceleration points, indicating that the majority of eligible students did not demonstrate the expected academic acceleration on the STAAR assessment from 3rd to 4th grade.	Our instructional systems have not consistently identified and responded to students who are ready for acceleration with appropriately rigorous, differentiated learning opportunities designed to extend mastery and accelerate growth.
2	Only 48% of 3rd grade students met their expected growth targets in Reading MAP, indicating that less than half of students demonstrated the anticipated academic growth in reading.	Our systems for analyzing student data, identifying specific reading needs, and providing timely, targeted instruction have not been implemented consistently enough to ensure all 3rd grade students make their expected growth in reading.
3	Students are who 2 or more races did not meet expected growth in student achievement on RLA and Math STAAR test.	Data disaggregation may have grouped these students with other populations, masking their unique needs.
4	African American students did not meet expected achievement or expected growth on the RLA STAAR test.	Student data has not been consistently disaggregated by student group and used to identify, monitor, and respond to the specific instructional needs of African American students.
5	Asian students did not meet expected growth in student achievement on the RLA and Math STAAR test.	Our systems for analyzing student data and planning differentiated instruction have not consistently ensured that Asian students receive the targeted support or appropriate level of rigor needed to accelerate growth in ELAR and Math.
6	Although technology is readily available across campus, it is not yet being used consistently or strategically to maximize its impact on teaching and learning.	Teachers need more targeted coaching and support to purposefully integrate instructional technology in ways that enhance instructional effectiveness, deepen student engagement, and transform the learning experience.

7 ★

While River Bend students report high levels of support from adults (94% favorability), there is a significant gap in peer-to-peer relationships, with only 73% of students reporting that their peers care about them and support one another.

Although River Bend has strong systems for building adult-student relationships, we lack a consistent, schoolwide framework for intentionally developing peer relationships and a culture of belonging, collaboration, and mutual support among students.

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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] **HB3 Reading and math goals for PreK-3**
- [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] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [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] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [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] **Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability**
- [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] **Mobility/stability rate, including longitudinal 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] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [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] **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 activity evaluations and feedback 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] **Technology and resource allocation 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, all grade-level teams (K-4) will develop and implement a standardized system to assess and track 100% of students' mastery of essential grade-level standards, with regular progress monitoring conducted at least quarterly.

Evaluation Data Source: Increased mastery of essential TEKS

Strategy 1

Establish vertically aligned SMART goals at campus, team, teacher, and student levels. Monitor progress by analyzing common formative and end-of-unit assessment data in K-4 ELAR and Math on essential standards.

Strategy's Expected Result/Impact: Improved alignment and coherence in instructional goals across all levels (campus, team, teacher, and student), resulting in more targeted instruction and measurable progress in K-4 ELAR and Math essential standards as evidenced by formative and summative assessment data.

Staff Responsible for Monitoring: Admin, Guiding Coalition, teacher teams

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

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

November	February	April	June

Strategy 2

Students will track their progress towards learning goals in individualized data notebooks and earn a book from the book vending machine upon meeting each goal.

Strategy's Expected Result/Impact: Increased student ownership of learning and motivation to achieve academic goals, as evidenced by students regularly updating data notebooks and reaching individual learning targets in order to earn incentives from the book vending machine.

Staff Responsible for Monitoring: Admin, MTSS Coach, teachers

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

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Students are who 2 or more races did not meet expected growth in student achievement on RLA and Math STAAR test.	Data disaggregation may have grouped these students with other populations, masking their unique needs.
2	African American students did not meet expected achievement or expected growth on the RLA STAAR test.	Student data has not been consistently disaggregated by student group and used to identify, monitor, and respond to the specific instructional needs of African American students.
3	Asian students did not meet expected growth in student achievement on the RLA and Math STAAR test.	Our systems for analyzing student data and planning differentiated instruction have not consistently ensured that Asian students receive the targeted support or appropriate level of rigor needed to accelerate growth in ELAR and Math.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Only 48% of 3rd grade students met their expected growth targets in Reading MAP, indicating that less than half of students demonstrated the anticipated academic growth in reading.	Our systems for analyzing student data, identifying specific reading needs, and providing timely, targeted instruction have not been implemented consistently enough to ensure all 3rd grade students make their expected growth in reading.

2	Of the 37 students eligible for accelerated testing, 22 earned 0 acceleration points, indicating that the majority of eligible students did not demonstrate the expected academic acceleration on the STAAR assessment from 3rd to 4th grade.	Our instructional systems have not consistently identified and responded to students who are ready for acceleration with appropriately rigorous, differentiated learning opportunities designed to extend mastery and accelerate growth.

Performance Objective 2

☑ **High Priority** ☑ **HB3 Goal**

By the end of the 2025-2026 school year, Kindergarten through 4th grade classrooms will implement a more rigorous and consistent Tier 1 literacy instruction program, demonstrated by a 15% increase in student proficiency on literacy assessments compared to the previous year.

Evaluation Data Source: MAP Reading Growth data, MAP Fluency data, 9 weeks assessments, CFA data, STAAR data

Strategy 1

Conduct monthly vertically aligned professional development sessions focused on evidence based literacy practices, specifically targeting comprehension and writing skills, to ensure teachers are equipped with the necessary tools to enhance Tier 1 instruction.

Strategy's Expected Result/Impact: Improved Tier 1 literacy instruction across grade levels, with teachers consistently implementing evidence-based practices in comprehension and writing, leading to increased student performance and continuity in literacy instruction school-wide.

Staff Responsible for Monitoring: Admin, Guiding Coalition, MTSS Coach, teachers

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

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Students are who 2 or more races did not meet expected growth in student achievement on RLA and Math STAAR test.	Data disaggregation may have grouped these students with other populations, masking their unique needs.
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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
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Goal 2 CSISD will elevate academic outcomes of historically under-performing student groups.

Performance Objective 1 ☑ High Priority

By May 2027, River Bend Elementary will increase overall attendance from 95.77% to at least 96.25% and increase the percentage of students with no identified attendance issues from 70.66% to at least 75%.

Evaluation Data Source: Attendance data

Strategy 1

The campus will use weekly attendance monitoring, early identification of students at risk for chronic absenteeism, and proactive family partnerships to identify and address barriers to consistent attendance. The campus will also increase communication with families regarding attendance expectations, state attendance laws, and the importance of regular school attendance in supporting student achievement and success.

Strategy's Expected Result/Impact: Families will have a greater understanding of attendance expectations and the importance of regular school attendance, resulting in earlier intervention, stronger family partnerships, and improved student attendance.

Staff Responsible for Monitoring: Admin, attendance clerk, teachers

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

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
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Performance Objective 2 ☑ High Priority

By May 2027, River Bend Elementary will increase the percentage of identified students demonstrating expected or accelerated growth in the STAAR RLA and Math tests by at least 10 percentage points from the 2025-2026 baseline, with a specific focus on students who are African American, Asian, or Two or More Races.

Evaluation Data Source: STAAR scores, campus demographics

Strategy 1

We will implement aligned MTSS practices for reading and math that will focus on data analysis and intervention strategies.

Strategy's Expected Result/Impact: Strengthened multi-tiered support systems (MTSS) in reading and math, resulting in more effective data-driven decision-making and targeted interventions that improve student achievement and reduce learning gaps.

Staff Responsible for Monitoring: Admin, MTSS Coach, Guiding Coalition, teachers

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

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Students are who 2 or more races did not meet expected growth in student achievement on RLA and Math STAAR test.	Data disaggregation may have grouped these students with other populations, masking their unique needs.
2	African American students did not meet expected achievement or expected growth on the RLA STAAR test.	Student data has not been consistently disaggregated by student group and used to identify, monitor, and respond to the specific instructional needs of African American students.
3	Asian students did not meet expected growth in student achievement on the RLA and Math STAAR test.	Our systems for analyzing student data and planning differentiated instruction have not consistently ensured that Asian students receive the targeted support or appropriate level of rigor needed to accelerate growth in ELAR and Math.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Only 48% of 3rd grade students met their expected growth targets in Reading MAP, indicating that less than half of students demonstrated the anticipated academic growth in reading.	Our systems for analyzing student data, identifying specific reading needs, and providing timely, targeted instruction have not been implemented consistently enough to ensure all 3rd grade students make their expected growth in reading.
2	Of the 37 students eligible for accelerated testing, 22 earned 0 acceleration points, indicating that the majority of eligible students did not demonstrate the expected academic acceleration on the STAAR assessment from 3rd to 4th grade.	Our instructional systems have not consistently identified and responded to students who are ready for acceleration with appropriately rigorous, differentiated learning opportunities designed to extend mastery and accelerate growth.

Performance Objective 3 ☑ High Priority

By the end of the 2026-2027 school year at least 50% of students in each grade level Kinder-4th grade will meet their projected growth in both EOY MAP Reading Growth and MAP Math Growth assessments.

Evaluation Data Source: EOY MAP Growth data

Strategy 1

We will provide supplemental materials and supplies such as Really Great Reading, to support teachers in improving Tier 1 instruction.

Strategy's Expected Result/Impact: Strengthened Tier 1 literacy instruction resulting in more engaging, structured, and standards-aligned lessons that accelerate student learning and improve outcomes.

Staff Responsible for Monitoring: Admin, Instructional Coaches, MTSS Coach

Problem Statements: Student Learning 1

Funding Sources: 211 Title I, Part A, $9,478

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

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Strategy 2

Administrators and teachers will participate in professional learning opportunities to support elevated student outcomes such as TEPSA Summer Conference, Solution Tree and learning sessions offered at Region 6 ESC.

Strategy's Expected Result/Impact: Increased effectiveness of Tier 1 instructional practices as measured by CFA data

Staff Responsible for Monitoring: Admin, Instructional Coaches, MTSS Coach

Problem Statements: Student Learning 1, 2

Funding Sources: 211 Title I, Part A, $9,100

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Only 48% of 3rd grade students met their expected growth targets in Reading MAP, indicating that less than half of students demonstrated the anticipated academic growth in reading.	Our systems for analyzing student data, identifying specific reading needs, and providing timely, targeted instruction have not been implemented consistently enough to ensure all 3rd grade students make their expected growth in reading.
2	Of the 37 students eligible for accelerated testing, 22 earned 0 acceleration points, indicating that the majority of eligible students did not demonstrate the expected academic acceleration on the STAAR assessment from 3rd to 4th grade.	Our instructional systems have not consistently identified and responded to students who are ready for acceleration with appropriately rigorous, differentiated learning opportunities designed to extend mastery and accelerate growth.

Performance Objective 4 ☑ High Priority

By the end of the 2026-2027 school year, as indicated by STAAR assessment results, River Bend will increase their achievement and growth percentages by 10%.

Evaluation Data Source: STAAR Scores

Strategy 1

We will utilize Title 1 academic tutors to provide additional targeted instruction and interventions as identified by MAP and CFA data.

Strategy's Expected Result/Impact: Strengthened multi-tiered support systems (MTSS) in reading and math, resulting in more effective data-driven decision-making and targeted interventions that improve student achievement and reduce learning gaps.

Staff Responsible for Monitoring: Admin, MTSS Coach, Guiding Coalition

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

Funding Sources: Academic Tutors 199 State Compensatory Ed (SCE), $5,280, Academic Tutors 211 Title I, Part A, $18,525

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

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Strategy 2

We will utilize a Title 1 Instructional Assistant to provide additional targeted instruction and interventions as identified by MAP and CFA data.

Strategy's Expected Result/Impact: Increased student achievement on 9 weeks assessments, MAP Growth, MAP Fluency and STAAR assessments.

Staff Responsible for Monitoring: Admin, MTSS Coach, Instructional Coaches, Guiding Coalition, grade level teams

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

Funding Sources: Title 1 Instructional Assistant 211 Title I, Part A, $22,645

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

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Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Students are who 2 or more races did not meet expected growth in student achievement on RLA and Math STAAR test.	Data disaggregation may have grouped these students with other populations, masking their unique needs.
2	African American students did not meet expected achievement or expected growth on the RLA STAAR test.	Student data has not been consistently disaggregated by student group and used to identify, monitor, and respond to the specific instructional needs of African American students.
3	Asian students did not meet expected growth in student achievement on the RLA and Math STAAR test.	Our systems for analyzing student data and planning differentiated instruction have not consistently ensured that Asian students receive the targeted support or appropriate level of rigor needed to accelerate growth in ELAR and Math.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Only 48% of 3rd grade students met their expected growth targets in Reading MAP, indicating that less than half of students demonstrated the anticipated academic growth in reading.	Our systems for analyzing student data, identifying specific reading needs, and providing timely, targeted instruction have not been implemented consistently enough to ensure all 3rd grade students make their expected growth in reading.

2	Of the 37 students eligible for accelerated testing, 22 earned 0 acceleration points, indicating that the majority of eligible students did not demonstrate the expected academic acceleration on the STAAR assessment from 3rd to 4th grade.	Our instructional systems have not consistently identified and responded to students who are ready for acceleration with appropriately rigorous, differentiated learning opportunities designed to extend mastery and accelerate growth.

Goal 3

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

Performance Objective 1

☑ **High Priority**

By May 2027, family engagement in school activities will increase by 30% as measured by attendance records at school events, participation rates in learner led conferences and volunteer involvement.

Evaluation Data Source: Sign in sheets, parent feedback

Strategy 1

We will engage families in school wide events such as STEAM Night, Multicultural Night, Bear Share, movie nights, BBB (Bears, Book and Bingo, new student registration night and end-of-the year celebrations.

Strategy's Expected Result/Impact: Increased family involvement and strengthened home-school partnerships through participation in diverse, school-wide events, leading to enhanced community connection, improved student motivation, and support for student success.

Staff Responsible for Monitoring: Admin, teachers

Problem Statements: School Processes & Programs 2 - Perceptions 1

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

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

We will provide resources and materials to families in order to support students achieving their academic goals.

Strategy's Expected Result/Impact: Families will have the resources and knowledge needed to support their students' academic goals, resulting in increased family engagement and improved student achievement.

Staff Responsible for Monitoring: Admin, teachers

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

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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	Students are who 2 or more races did not meet expected growth in student achievement on RLA and Math STAAR test.	Data disaggregation may have grouped these students with other populations, masking their unique needs.
2	African American students did not meet expected achievement or expected growth on the RLA STAAR test.	Student data has not been consistently disaggregated by student group and used to identify, monitor, and respond to the specific instructional needs of African American students.
3	Asian students did not meet expected growth in student achievement on the RLA and Math STAAR test.	Our systems for analyzing student data and planning differentiated instruction have not consistently ensured that Asian students receive the targeted support or appropriate level of rigor needed to accelerate growth in ELAR and Math.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Only 48% of 3rd grade students met their expected growth targets in Reading MAP, indicating that less than half of students demonstrated the anticipated academic growth in reading.	Our systems for analyzing student data, identifying specific reading needs, and providing timely, targeted instruction have not been implemented consistently enough to ensure all 3rd grade students make their expected growth in reading.

2	Of the 37 students eligible for accelerated testing, 22 earned 0 acceleration points, indicating that the majority of eligible students did not demonstrate the expected academic acceleration on the STAAR assessment from 3rd to 4th grade.	Our instructional systems have not consistently identified and responded to students who are ready for acceleration with appropriately rigorous, differentiated learning opportunities designed to extend mastery and accelerate growth.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	While River Bend students report high levels of support from adults (94% favorability), there is a significant gap in peer-to-peer relationships, with only 73% of students reporting that their peers care about them and support one another.	Although River Bend has strong systems for building adult-student relationships, we lack a consistent, schoolwide framework for intentionally developing peer relationships and a culture of belonging, collaboration, and mutual support among students.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	While River Bend students report high levels of support from adults (94% favorability), there is a significant gap in peer-to-peer relationships, with only 73% of students reporting that their peers care about them and support one another.	Although River Bend has strong systems for building adult-student relationships, we lack a consistent, schoolwide framework for intentionally developing peer relationships and a culture of belonging, collaboration, and mutual support among students.

Performance Objective 2 ☑ High Priority

By May 2027, River Bend Elementary will increase student favorability related to peer relationships and support from 73% to at least 80%, as measured by the annual student culture survey.

Evaluation Data Source: EOY student survey data, campus behavior data

Strategy 1

We will strengthen and monitor Tier 1 behavior practices through monthly Behavior Team meetings, ongoing staff feedback on the campus behavior flowchart, and collaboration with the Guiding Coalition to refine systems and ensure consistent implementation of schoolwide behavior expectations.

Strategy's Expected Result/Impact: Staff will demonstrate increased consistency and confidence in implementing Tier 1 behavior practices, resulting in clearer and more predictable behavior expectations for students and stronger peer interactions across the campus.

Staff Responsible for Monitoring: Admin, campus Behavior Team, teachers

Problem Statements: School Processes & Programs 2 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	While River Bend students report high levels of support from adults (94% favorability), there is a significant gap in peer-to-peer relationships, with only 73% of students reporting that their peers care about them and support one another.	Although River Bend has strong systems for building adult-student relationships, we lack a consistent, schoolwide framework for intentionally developing peer relationships and a culture of belonging, collaboration, and mutual support among students.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	While River Bend students report high levels of support from adults (94% favorability), there is a significant gap in peer-to-peer relationships, with only 73% of students reporting that their peers care about them and support one another.	Although River Bend has strong systems for building adult-student relationships, we lack a consistent, schoolwide framework for intentionally developing peer relationships and a culture of belonging, collaboration, and mutual support among students.

Performance Objective 3 ☑ High Priority

By the end of the 2026-2027 school year, at least 45% of 3rd and 4th grade students will participate in a student leadership opportunity such as Student Council, Principal's Advisory Committee, RB Steppers, Social Media Rangers, Student Newspaper and Bear Ambassadors.

Evaluation Data Source: Student applications, sign-in sheets

Strategy 1

A leadership fair will be held so that 3rd and 4th grade students can explore the different leadership opportunities available.

Strategy's Expected Result/Impact: Increased awareness and student participation in leadership opportunities among 3rd and 4th graders, fostering leadership skills, student voice, and a stronger sense of ownership and engagement within the school community.

Staff Responsible for Monitoring: Admin, student leadership group sponsors

Problem Statements: School Processes & Programs 2 - Perceptions 1

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	While River Bend students report high levels of support from adults (94% favorability), there is a significant gap in peer-to-peer relationships, with only 73% of students reporting that their peers care about them and support one another.	Although River Bend has strong systems for building adult-student relationships, we lack a consistent, schoolwide framework for intentionally developing peer relationships and a culture of belonging, collaboration, and mutual support among students.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	While River Bend students report high levels of support from adults (94% favorability), there is a significant gap in peer-to-peer relationships, with only 73% of students reporting that their peers care about them and support one another.	Although River Bend has strong systems for building adult-student relationships, we lack a consistent, schoolwide framework for intentionally developing peer relationships and a culture of belonging, collaboration, and mutual support among students.

Goal 4

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

Performance Objective 1

☑ **High Priority**

By the end of the 2026-2027 school year, we will increase the percentage of teachers effectively integrating instructional technology into their lessons to 75% to enhance instructional effectiveness and transform the learner experience.

Evaluation Data Source: Walkthrough data, observations, teacher feedback

Strategy 1

Continue a monthly Technology Committee dedicated to exploring and evaluating emerging technology tools. Committee members will collaboratively brainstorm practical classroom applications, pilot the tools in their own instructional settings, and actively share their experiences and best practices with colleagues through peer-led training and support.

Strategy's Expected Result/Impact: Increased adoption of effective tech tools and instructional innovation through peer-led collaboration and classroom integration

Staff Responsible for Monitoring: Digital Learning Coach, Admin

Problem Statements: School Processes & Programs 1

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Utilize a Digital Learning Coach to provide job-embedded support that helps teachers effectively integrate technology into instruction, enhancing student learning and engagement.

Strategy's Expected Result/Impact: Increased teacher confidence and skill in using technology to support instruction, leading to more engaging, personalized, and effective learning experiences for students.

Staff Responsible for Monitoring: Admin

Problem Statements: School Processes & Programs 1

Funding Sources: Digital Learning Coach 211 Title I, Part A, $76,740

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Although technology is readily available across campus, it is not yet being used consistently or strategically to maximize its impact on teaching and learning.	Teachers need more targeted coaching and support to purposefully integrate instructional technology in ways that enhance instructional effectiveness, deepen student engagement, and transform the learning experience.

State Compensatory Education

State Compensatory

Budget for River Bend Elementary

Total SCE Funds: $5,280.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Funding Summary

Funding Summary

199 State Compensatory Ed (SCE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1	Academic Tutors	--	$5,280.00
				Sub-Total	$5,280.00
				Budgeted Fund Source Amount	$5,280.00
				+/- Difference	$0.00

211 Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1		--	$9,478.00
2	3	2		--	$9,100.00
2	4	1	Academic Tutors	--	$18,525.00
2	4	2	Title 1 Instructional Assistant	--	$22,645.00
3	1	1	Materials	--	$2,520.00
4	1	2	Digital Learning Coach	--	$76,740.00
				Sub-Total	$139,008.00
				Budgeted Fund Source Amount	$139,008.00
				+/- 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	