College Station ISD

Greens Prairie 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

2026-2027 Campus Improvement Plan

Board Approval Date:
October 20, 2026

Public Presentation Date:
September 15, 2026

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Mission Statement

Our purpose is to maximize every student’s academic growth.

Vision

Students First - Passionate, Empowered, Prepared for their world and future

Collective Commitments

We value that the learning environment is safe for all.

We value decision making based on what is in the best interest of all students.

We value that all staff members will have high expectations for all students.

We value that in order to grow professionally and provide engaging, enriching learning experiences for our students, we must take risks and be innovative.

We value collaboration with a growth mindset.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Overall Strength:

Greens Prairie is a campus that clearly adheres to a rigorous instructional model and has an established PLC culture. The campus improvement plan is aligned to:

- Academic growth
- Collaborative planning
- Use of CFA data
- Tiered intervention
- Academic discourse
- Differentiation
- Teacher coaching

These elements likely contributed to the following earned in 2026 on STAAR.

- Academic Growth distinction
- Closing the Gaps distinction
- ELA distinction
- Math distinction

Our data shows that Greens Prairie Elementary is a campus trying to move from high performing to elite performing. Thus, the biggest challenge is no longer growth but the following:

- Masters achievement
- Advanced learner growth
- GT growth
- Distinction performance
- Subgroup excellence

- Postsecondary Readiness distinction metrics

Data for Consideration:

The most revealing data are listed below indicating a Masters level performance growth opportunity.

Indicator	GP	Q1 Cut
Grade 3 Reading Masters	36%	48%
Grade 4 Reading Masters	37%	49%
Grade 3 Math Masters	35%	46%

Grade 4 Math Masters	46%	47%
Meets All Subjects	70%	78%
Meets Reading & Math	63%	69.5%

Finally, GP's closing the gap data shows that 24% of our student population receive special education services. The data in closing the student achievement gap with GP's identified special education student group is summarized below.

Reading Meets: 38%

Math Meets: 50%

Student Achievement Score: 41

Compared to:

All Students: 70% Reading 71% Math 66 Achievement Score

Demographics

Summary

School Profile: 2025-2026

During the 2025-2026 school year, Greens Prairie Elementary served an average enrollment of **515 students** in grades PK–4th. Of this population, **52.04% were male** and **47.96% were female**.

Our **Pre-K and Early Childhood Special Education classrooms** supported students, representing **6.99% of the student body**. In addition, we offered a wide range of services, including **two resource programs, two life skills programs, one ECSE classroom, dyslexia services, ESL support, and speech services** for identified students.

Student Program Participation

- Dyslexia: **9.32%**
- Section 504: **2.72%**
- Special Education: **23.88%**
- Emergent Bilingual: **5.44%**
- ESL: **4.85%**
- Gifted/Talented: **11.84%**

Economic Indicators

- Economically Disadvantaged: **14.17%**
- Free Meals: **11.84%**
- Reduced-Price Meals: **2.33%**

Student Demographics

- Asian: **7.38%**
- African American: **5.24%**
- Hispanic: **11.65%**
- White: **71.65%**
- Two or more: **3.11%**

Schoolwide Data

- Average Attendance Rate: **96.4%**
- Average Class Size (K–3rd): **22**
- Average Class Size (4th Grade): **22**

Staff Composition

- Administrative Support: **13.21%**
- Professional Teachers: **66.04%**
- Paraprofessionals: **20.75%**

Strengths

Demographic Strengths Summary: Greens Prairie Elementary (2025-2026)

Greens Prairie Elementary serves a student body of 515 students in grades PK–4, with a strong commitment to inclusive education and academic support.

1. Inclusive and Comprehensive Student Services

Greens Prairie Elementary demonstrates a strong commitment to serving students with a wide range of academic, developmental, and learning needs. With **23.88% of students receiving Special Education services**, the campus has established a comprehensive continuum of support that includes **two resource programs, two life skills programs, one ECSE classroom, dyslexia services, speech services, and ESL support**. Additionally, **9.32% of students receive dyslexia services** and **2.72% receive Section 504 accommodations**. These structures reflect the campus's capacity to provide specialized services while maintaining access to the general education environment and school community.

2. Enriched Academic Opportunities

The campus provides academic programming that extends beyond core instruction and addresses both intervention and enrichment. **Gifted/Talented students represent 11.84% of the student population**, demonstrating a significant need—and opportunity—for advanced learning experiences, differentiation, and increased cognitive rigor. At the same time, dyslexia, ESL, Special Education, and other specialized services create multiple pathways for students to receive instruction responsive to their individual learning profiles. This range of programming supports a campus culture in which students can be challenged and supported according to their academic needs.

3. Diverse and Growing Student Population

With an average enrollment of **515 students in PK–4th grade**, Greens Prairie serves a student population representing a variety of racial, cultural, linguistic, academic, and socioeconomic backgrounds. The student population includes **71.65% White, 11.65% Hispanic, 7.38% Asian, 5.24% African American, and 3.11% identifying as two or more races**. Additionally, **5.44% of students are identified as Emergent Bilingual**, reflecting increasing linguistic diversity. This diversity provides opportunities to strengthen cultural awareness, belonging, collaboration, and inclusive instructional practices across the campus.

4. High Engagement and Attendance

An **average attendance rate of 96.4%** is a significant campus strength and indicates that students are consistently present and have access to daily instruction. Strong attendance supports continuity of learning, academic growth, positive relationships, and student engagement. Maintaining an attendance rate above 96% also suggests effective partnerships among the school, students, and families and provides a strong foundation for maximizing instructional time.

5. Equitable Access and Support

Greens Prairie demonstrates a strong infrastructure for ensuring students have access to appropriate academic and developmental supports. The campus serves **14.17% economically disadvantaged students**, including **11.84% receiving free meals and 2.33% receiving reduced-price meals**, while also supporting students across Special Education, Section 504, dyslexia, Emergent Bilingual, ESL, and Gifted/Talented programs. The breadth of these services positions the campus to identify individual student needs and provide targeted interventions, accommodations, enrichment, and specialized instruction. This comprehensive approach supports the principle that student success may require differentiated levels and types of support.

6. Strong Staff Composition and Overall Strengths

Greens Prairie's staffing structure provides a strong combination of classroom instruction and specialized student support. **Professional teachers comprise 66.04% of staff**, while **20.75% are paraprofessionals and 13.21% provide administrative support**. This distribution is particularly valuable given the campus's substantial Special Education population and range of specialized programs. Average class sizes of **22 students in K–3rd and 22 students in 4th grade** provide a consistent

organizational structure across grade levels.

Overall, Greens Prairie Elementary's demographic profile reflects a campus with strong attendance, comprehensive student services, multiple academic pathways, and a staffing structure designed to support a broad range of learners. One of the most notable strengths is the campus's ability to serve students across the continuum—from those requiring intensive specialized support to those needing advanced academic opportunities—while maintaining high levels of student attendance and access to instruction. The data provide a strong foundation for continued emphasis on **targeted instruction, student growth, equitable access, engagement, and belonging for all learners**.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	With 23.88% of the campus student population receiving special education services along with 9.32% of the student population receiving dyslexia services, the campus is experiencing increased demands for specialized instruction, accommodations, progress monitoring, and individualized support.	The campus's special education service-delivery model and staffing structure have not expanded proportionately with the growth in the number and complexity of students receiving special education services.
2 ★	Subgroup populations (SPED, 504, Economically Disadvantaged, AT-Risk, African American, Hispanic, and ESL) are underperforming on STAAR at the Meets and Masters levels.	Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring by each grade level collaborative team.
3 ★	A continued need to focus on the academic growth of identified Gifted and Talented students to ensure they achieve at least a year's growth or more by the end of the year. Historically, this group of students did not meet their expected growth measure by the end of the year.	Instructional Gaps due to lack of differentiated instruction or enrichment opportunities. Limited Goal Setting & Monitoring: Students may not have been consistently engaged in setting and tracking individual MAP growth goals, reducing ownership of their learning. Lack of support systems in place to monitor progress and address underperformance.

★ = Priority

Student Learning

Summary

Based on the **Spring 2025-2026 NWEA Student Growth Summary Report**, the data reveals a campus with exceptionally high overall achievement, though there are variations in growth rates across different grade levels and subjects.

Strengths

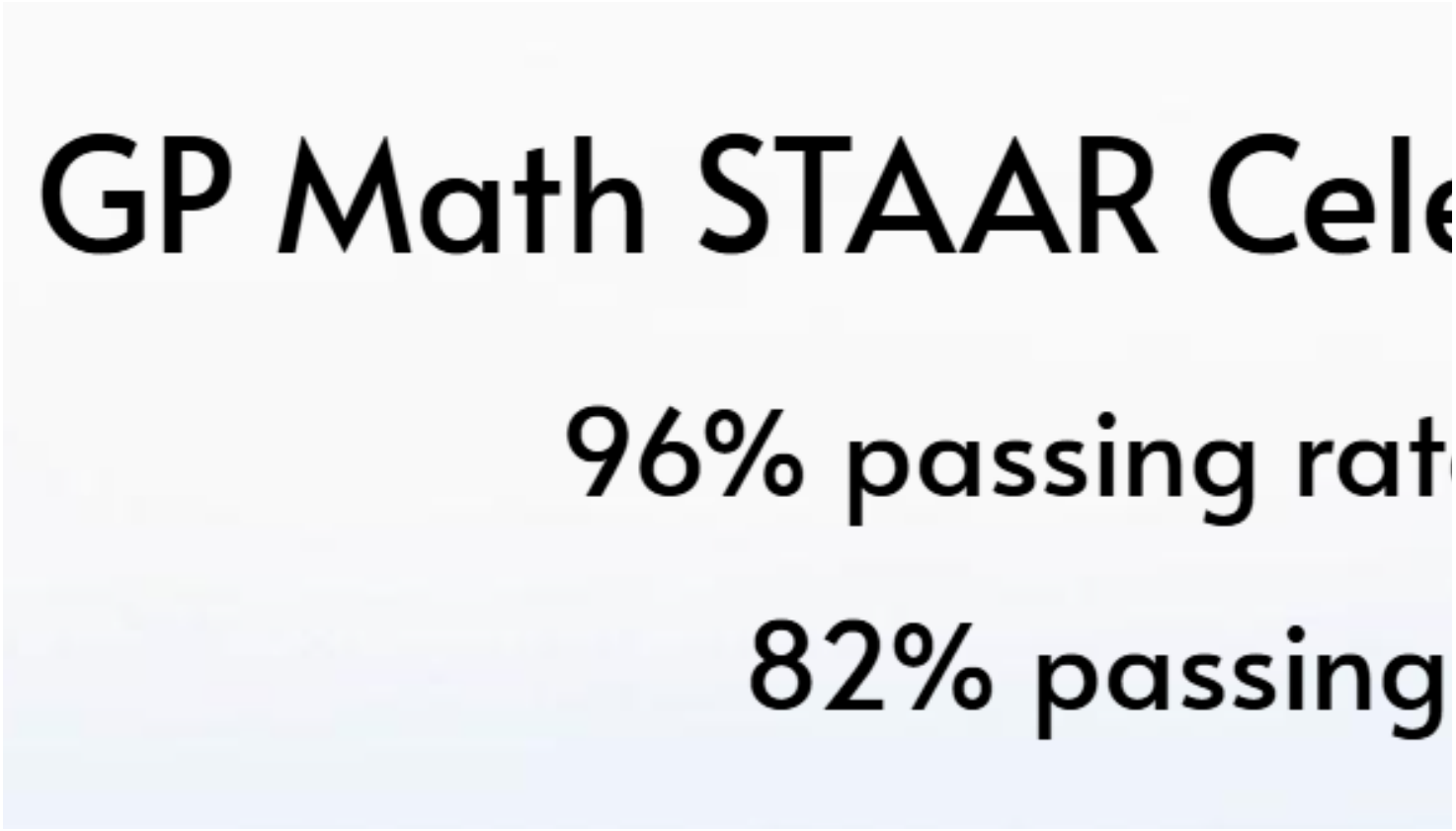
- **High Achievement Percentiles:** Across nearly all tested grades and subjects (Reading, Math, and Science), the campus achievement percentiles are consistently in the **90th to 98th percentiles**. This indicates that the student body, on average, performs better than 90% or more of their national peers.
- **Exceptional Science Growth:** Science performance is a significant strength. Grade 2 achieved a **School Conditional Growth Percentile of 99**, with **93%** of students meeting their individual growth projections. Grade 4 also showed strong performance, with an observed growth of 9.0, nearly doubling the norm of 4.6.
- **Strong Early Grade Math Growth:** Kindergarten and Grade 2 students demonstrated remarkable growth in Mathematics. Both grades achieved a **98th School Conditional Growth Percentile**, with **88%** of students meeting or exceeding their growth targets.
- **Consistent Reading Success in Grade K:** Kindergarten Reading performance is stellar, with an achievement percentile of 98, a growth percentile of 97, and **89%** of students meeting their projections.

Areas for Improvement

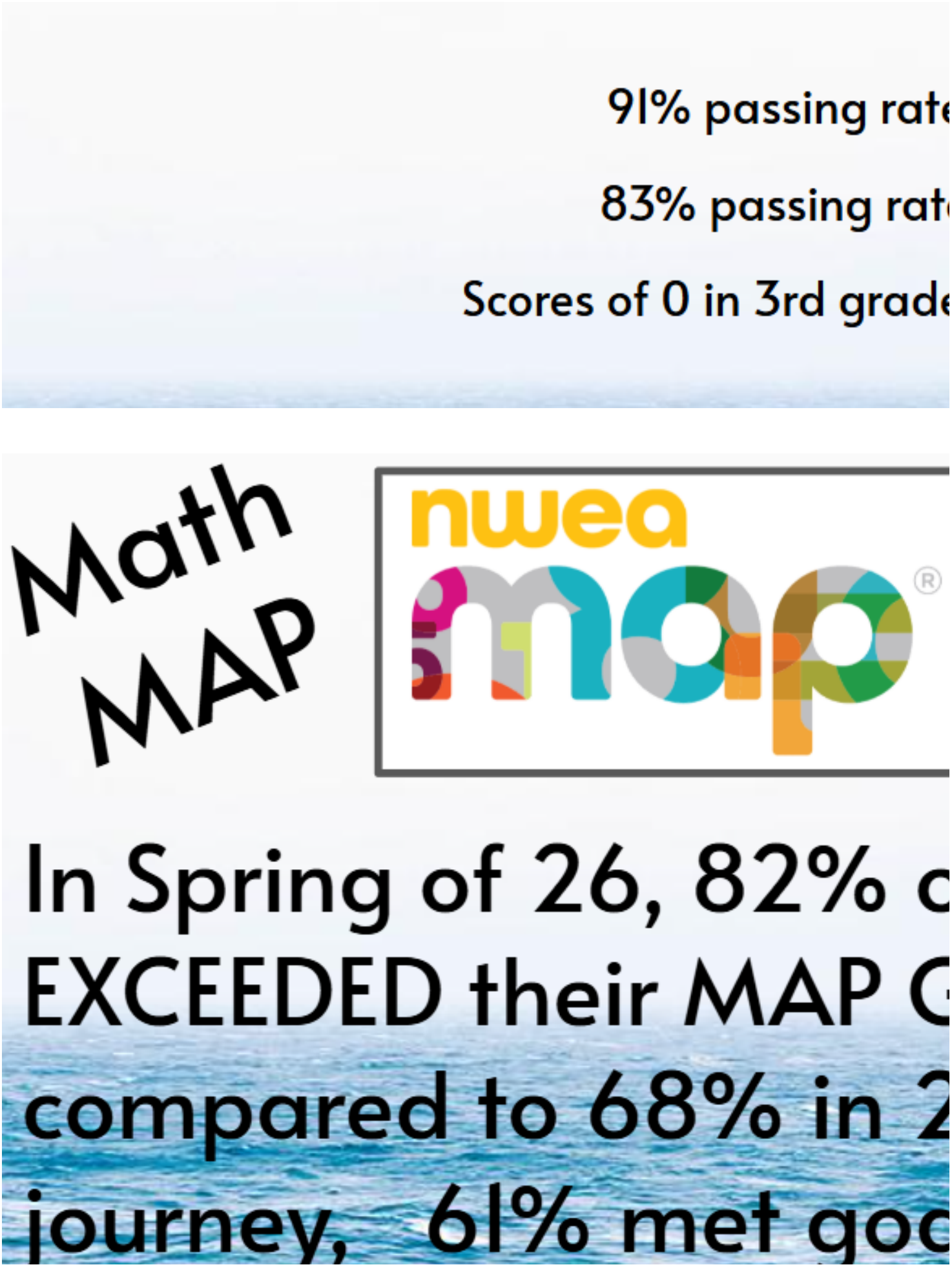
- **Grade 3 Mathematics Growth:** This is the primary area for focus in the Math data. Grade 3 had the **lowest School Conditional Growth Percentile (64)** on campus and the lowest percentage of students meeting their growth projections (**64%**). This suggests that while achievement is high (94th percentile), students are not growing at the same rate as their younger peers.
- **Grade 4 Reading Growth Trends:** While Grade 4 Reading achievement remains high (92nd percentile), the growth percentile (**83**) and the percentage of students meeting projections (**69%**) are lower than in Grade K (97 percentile growth / 89% meeting projections).
- **Growth Decline in Upper Grades (Math):** There is a noticeable trend in Mathematics where growth percentiles dip in the upper elementary years. The school moves from a 98th growth percentile in Kindergarten and Grade 2 down to a **64th percentile in Grade 3** and an **89th percentile in Grade 4**.
- **Student Median Growth (Grade 3 Math):** The Student Median Conditional Growth Percentile in Grade 3 Math is **58**, which, while above the national average of 50, is significantly lower than the

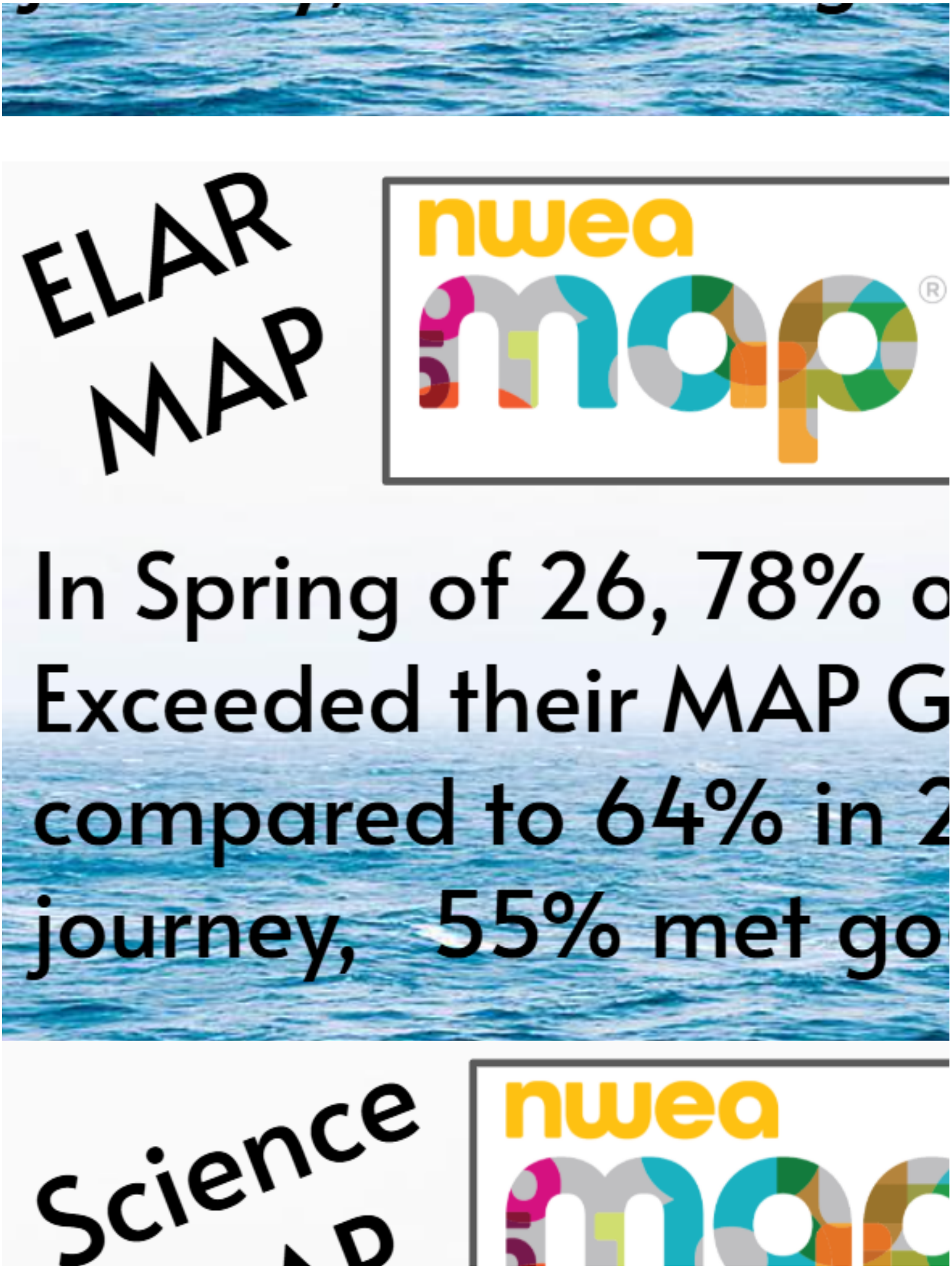
campus peak of 83 in Grade 4 and 81 in Grade 2.

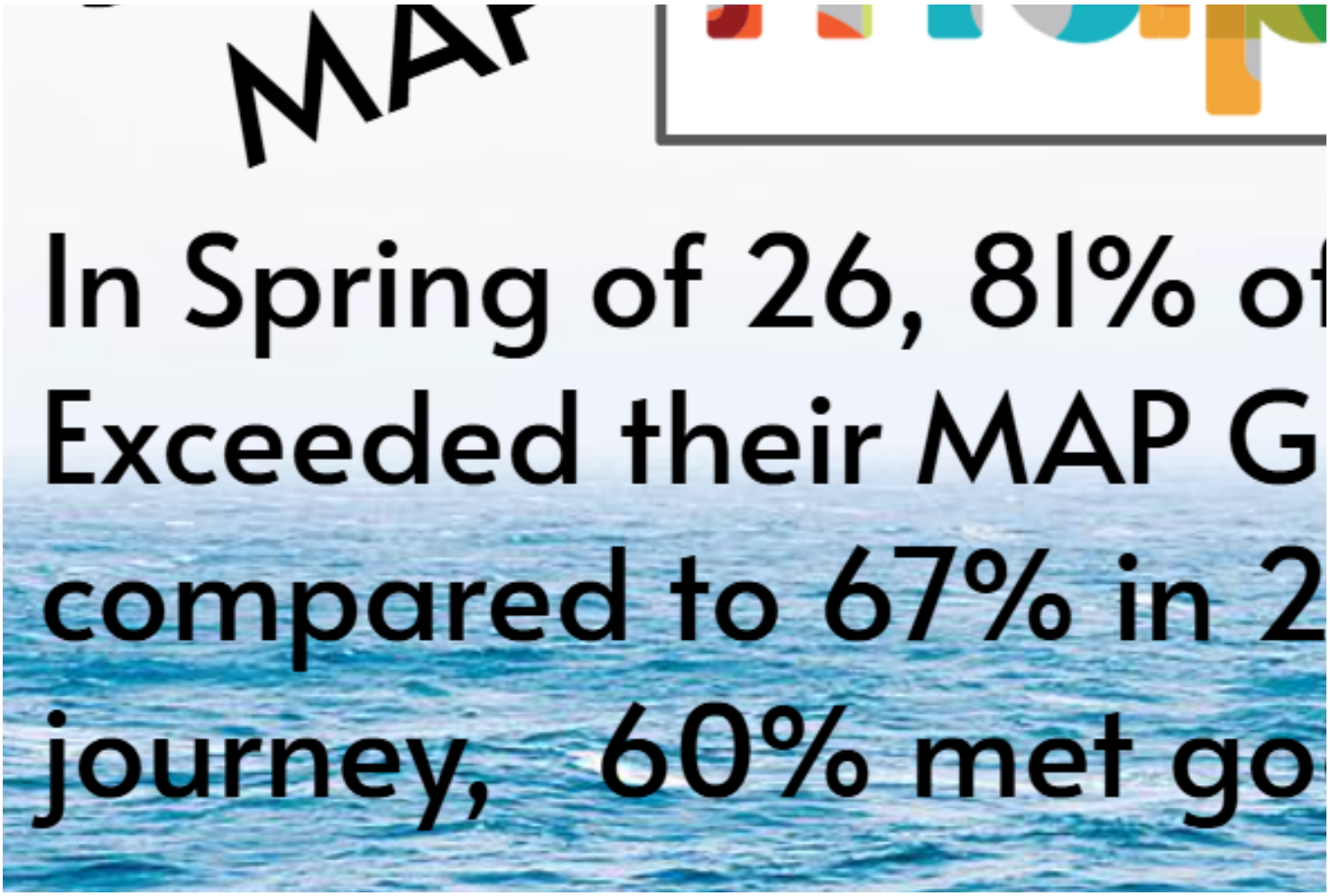







91% passing rate
83% passing rate
Scores of 0 in 3rd grade
Math MAP
nwea map
In Spring of 26, 82% c
EXCEEDED their MAP G
compared to 68% in 2
journey, 61% met goc


ELAR
MAP
nwea
map
In Spring of 26, 78% o
Exceeded their MAP G
compared to 64% in 2
journey, 55% met go
Science
nwea



Texas Education Agency

2026 Accountability Rating Overall Summary

GREENS PRAIRIE EL (021901110) - COLLEGE STATION ISD - BRAZOS COUNTY

✷ Confidential ✷

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**92**	A	
Student Achievement		**92**	A	**0%**
STAAR Performance	66	92		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**93**	A	**70%**
Academic Growth	85	93	A	✓
Relative Performance (Eco Dis: 14.4%)		75	C	
Closing the Gaps	**76**	**91**	A	**30%**

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations



lead4ward 2026 Accountability Ratings Calculation - District Rollup

OnDataSuite and **lead4ward** have partnered this year to introduce the new Accountability Ratings Calculation – District Rollup report, which re regardless of whether they are **lead4ward** partners. In addition, partners have access to other valuable reports, including the STAAR Academic analyzing and understanding their accountability data.

					Domain I				Domain II-A				
Campus	AEA	%Econ Disadv	Gr 3-12 Enr.	Total Enr.	Gr 3-12 Enr.	Proportional Weight*	Campus Scale Score	Proportional Points	Gr 3-12 Enr.	Proportional Weight*	Campus Scale Score	Proportional Points	
(021901110) Greens Prairie EL	N	14.4	225	506	225	2.1	92	1.932	225	2.1	93	1.953	

Campus's 2026 Domain Scores Based on Proportional Weighting	Campus Domain I Score (Campus got 89 if Campus's D2 score <60 or 4 or 1 any campus D1 score <70 or any AEA D1 score <50)	92	Campus Domain II-A Score	93	Campus Dom

NOTE: The Campus's Domain II score i

Overall Performance Details

Student Achievement



92 out of 100



2023-24 2024-25 2025-26

Student Achievement measures whether students met expectations on the STAAR test. It also measures graduation rates and how prepared students are for success after high school.

Additional Details

School Prog



93 out of 100



2023-24 2024-25

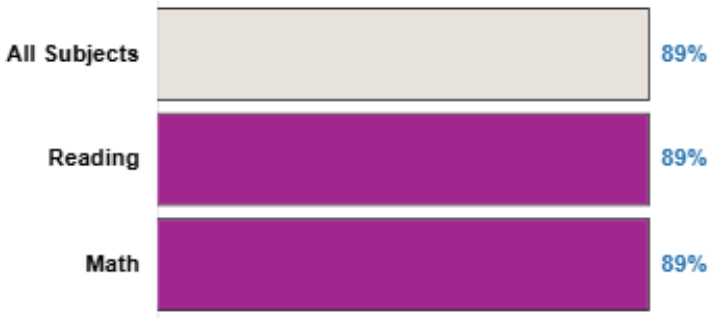
School Progress shows how students perform ov
performance compares to other schools with simi
disadvantaged student populations.

Additional Details

Distinction Designations

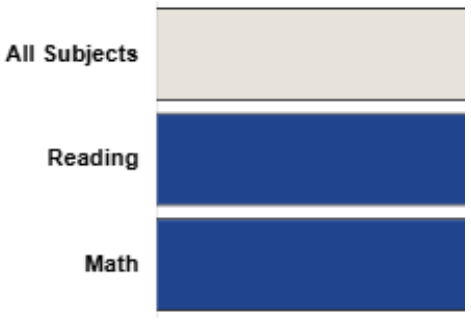
STAAR Performance Details

Percentage of Students Approaching Grade Level or Above



Subject	This School	District

Percentage of Student
Level or Al



Subject	This Scho

All Subjects	89%	82%
Reading	89%	81%
Math	89%	80%

All Subjects	70%
Reading	69%
Math	71%

* Indicates results are masked due to small numb

Academic Growth Details

Annual Growth



This score approximates the percentage of students that

Accelerated Learn





This score represents the percentage of students who we
year of academic p

Strengths

The campus demonstrates consistently high levels of student achievement while also producing significant academic growth. Across Reading, Mathematics, and Science, achievement levels consistently rank in the **90th–98th national percentiles**. Particularly strong growth is evident in **Kindergarten and Grade 2 Mathematics**, **Kindergarten Reading**, and **Grades 2 and 4 Science**. Grade 2 Science represents an exceptional area of strength, achieving a **99th School Conditional Growth Percentile**, with **93% of students meeting their individual growth projections**. These results indicate that the campus's instructional practices are effectively supporting continued academic growth, even among students who are already performing at high levels.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Comparable levels of academic growth are not consistently demonstrated across all grade levels and content areas.	Instructional practices that effectively produce accelerated growth in the campus's highest-growth grade levels and content areas are not yet consistently identified, replicated, and implemented across all grade levels and subjects. Additionally, students who enter instruction already performing above grade level may not consistently receive the depth, complexity, differentiation, and extension.
2	Collaborative grade level teams identified essential TEKS while unit planning, however, more frequent progress monitoring of student understanding and mastery is needed to ensure student academic growth.	As tools and processes are in place due to collaborative team efforts, targeted intervention and/or extension corrections need to be consistently implemented and monitored.
3 ★	Compared to similar schools to GP, 3rd grade students are not achieving at the Meets and Masters level in Reading and Math STAAR.	Limited monitoring and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.
4	Limited opportunities during instruction for students to engage in academic discourse and use of academic vocabulary which impacts students mastery of concepts in all areas.	Identification of critical vocabulary words and limited student "talk" time to use academic discourse.

★ = Priority

School Processes & Programs

Summary

Identified Strength: Curriculum, Instruction, and Professional Learning

Greens Prairie Elementary demonstrates a strong culture of **curriculum fidelity, collaborative planning, and continuous professional learning**. Teachers consistently utilize College Station ISD curriculum documents across **ELAR, Mathematics, Science, and Social Studies** to ensure standards-aligned, rigorous, and cohesive instruction. Grade-level teams collaboratively plan instruction, analyze student learning, and make instructional decisions through the PLC process, creating consistency in expectations and learning experiences across classrooms.

Campus administration and instructional coaches support this work by intentionally balancing **staff-identified professional learning needs with the campus's ongoing Solution Tree PLC work**. Professional development is designed to strengthen both individual teacher capacity and collective team effectiveness while remaining responsive to current student and staff needs.

Evidence of Strength

- District curriculum documents are consistently utilized across ELAR, Math, Science, and Social Studies to guide planning, instruction, and assessment.
- Grade-level teams engage in collaborative planning and PLC processes to clarify essential learning, examine student performance, and determine appropriate intervention and extension.
- Professional development is responsive to staff needs while remaining aligned with campus and district instructional priorities and ongoing Solution Tree PLC implementation.
- Administration and instructional coaches regularly conduct classroom walkthroughs to observe curriculum implementation and evidence of instructional practices developed through professional learning.
- Walkthrough observations, student data, PLC discussions, and teacher feedback are used to identify successes and determine next steps for coaching and professional development.

Overall Strength:
Greens Prairie has developed an aligned instructional system in which **curriculum, collaborative planning, PLC practices, professional development, coaching, and classroom implementation reinforce one another**. This alignment promotes collective responsibility for student learning and provides students with consistent access to high-quality instruction across classrooms and content areas.

Strengths

Identified Strength: Scheduling, Staff Support, Collaborative Team Time

Greens Prairie Elementary demonstrates intentional and strategic planning in the development of the **campus master schedule**, with a strong emphasis on maximizing instructional minutes and aligning personnel and resources to student needs. The master schedule is approached as an instructional framework that supports the academic priorities of the campus rather than simply as a mechanism for organizing the school day. Careful consideration is given to protecting core instructional blocks, minimizing unnecessary interruptions, and ensuring students have consistent access to high-quality instruction across all content areas.

Evidence of Strength

- Within the schedule, there is an intentional alignment of **staff support with identified student and instructional needs**. Administrators, instructional coaches, intervention personnel, special education staff, paraprofessionals, and other support staff are strategically considered when determining how resources can best complement grade-level instruction.
- Scheduling decisions seek to maximize the effectiveness of available personnel while **protecting students' access to Tier I instruction**. This intentional coordination allows additional support to supplement, rather than replace, high-quality core instruction and helps ensure that specialized services and interventions are delivered with minimal disruption to essential learning.
- The campus also carefully examines the allocation of **instructional minutes throughout the school day**. Grade-level schedules are designed to provide appropriate time for ELAR, Mathematics, Science, and Social Studies while accounting

for intervention, enrichment, special programs, and other required instructional experiences. Protecting these instructional blocks provides teachers with the time necessary to deliver the district curriculum with fidelity and allows students to engage deeply with grade-level standards.
- Beyond the daily student schedule, Greens Prairie recognizes that **teacher collaboration and planning time are essential components of effective instruction**. Additional planning opportunities are intentionally organized so teams can analyze student evidence, identify students requiring additional support, plan targeted reteaching, and develop extensions for students who have already demonstrated mastery.

A particular strength of Greens Prairie's scheduling process is that these decisions are **not made solely by campus administrators** . The campus **Guiding Coalition plays an active role in examining instructional priorities, identifying scheduling needs, and contributing to decisions regarding the master schedule and collaborative structures**. By incorporating teacher leaders and multiple perspectives into the decision-making process, the campus creates greater ownership and ensures scheduling decisions reflect the realities of classroom instruction and student learning

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Collaborative grade level teams identified essential TEKS while unit planning, however, responding to assessment measures is needed to ensure student academic growth.	Differentiation strategies and interventions are limited in responding to the data.
2 ★	Individualized professional growth specific to each teacher's needs is limited due to limited individualized coaching cycles.	Instructional coaching has focused on collaborative team planning and limited individual teacher coaching.
3	Students have difficulty responding to Extended Constructive Responses and Short Constructed Response when presented with an opportunity to respond digitally.	Students have a difficult time entering their response on a keyboard with limited typing fluency.
4 ★	With a diverse student population requiring intervention, specialized services, on-level instruction, and advanced learning opportunities, it is a challenge to protect instructional and collaborative time intentionally to provide timely reteaching and meaningful extensions based on student evidence.	Classroom teachers to build their instructional strategy tool box to respond to all learners.

★ = Priority

Perceptions

Summary

Stakeholder Voice, Family Engagement, and Shared Vision

Greens Prairie Elementary values **student, staff, and family voice** as an important part of continuous campus improvement. Feedback is intentionally gathered throughout the year and used to strengthen programs, practices, and the overall school experience.

- **Stakeholder Feedback:** ThoughtExchange surveys are administered multiple times throughout the year to gather input from students, staff, and families. Results help identify strengths, emerging needs, and opportunities for improvement.
- **Responsive Decision-Making:** Campus leadership reviews stakeholder feedback alongside other campus data to guide decisions, establish priorities, and make adjustments throughout the year.
- **Strong PTO Partnership:** The Greens Prairie PTO is highly involved in campus activities, family events, volunteer opportunities, and school initiatives. Participation and feedback from these events help determine successful practices and future opportunities for family engagement.
- **Family and Community Engagement:** Campus events provide meaningful opportunities to build relationships with families, strengthen belonging, and gather informal feedback about the school experience.
- **Shared Vision and Mission:** Staff intentionally revisit and reflect upon the campus vision, mission, and collective commitments to ensure they guide daily practices and decision-making.

Strengths

Greens Prairie maintains a strong culture of **stakeholder voice, family partnership, and shared responsibility**. Feedback from students, staff, families, and community partners helps ensure campus decisions remain aligned with the vision of **“Students First: Passionate, Empowered, Prepared for the World & Future.”**

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	The perceptions of the school community, staff and parents, are difficult to gauge with limited feedback.	Besides attendance at campus events, beginning of the year and end of the year anonymous parent and student surveys to collect feedback and perceptions of the school provides limited responses.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	With 23.88% of the campus student population receiving special education services along with 9.32% of the student population receiving dyslexia services, the campus is experiencing increased demands for specialized instruction, accommodations, progress monitoring, and individualized support.	The campus's special education service-delivery model and staffing structure have not expanded proportionately with the growth in the number and complexity of students receiving special education services.
2 ★	Subgroup populations (SPED, 504, Economically Disadvantaged, AT-Risk, African American, Hispanic, and ESL) are underperforming on STAAR at the Meets and Masters levels.	Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring by each grade level collaborative team.
3 ★	A continued need to focus on the academic growth of identified Gifted and Talented students to ensure they achieve at least a year's growth or more by the end of the year. Historically, this group of students did not meet their expected growth measure by the end of the year.	Instructional Gaps due to lack of differentiated instruction or enrichment opportunities. Limited Goal Setting & Monitoring: Students may not have been consistently engaged in setting and tracking individual MAP growth goals, reducing ownership of their learning. Lack of support systems in place to monitor progress and address underperformance.
4 ★	Comparable levels of academic growth are not consistently demonstrated across all grade levels and content areas.	Instructional practices that effectively produce accelerated growth in the campus's highest-growth grade levels and content areas are not yet consistently identified, replicated, and implemented across all grade levels and subjects. Additionally, students who enter instruction already performing above grade level may not consistently receive the depth, complexity, differentiation, and extension.
5 ★	Compared to similar schools to GP, 3rd grade students are not achieving at the Meets and Masters level in Reading and Math STAAR.	Limited monitoring and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

6 ★	Collaborative grade level teams identified essential TEKS while unit planning, however, responding to assessment measures is needed to ensure student academic growth.	Differentiation strategies and interventions are limited in responding to the data.
7 ★	Individualized professional growth specific to each teacher's needs is limited due to limited individualized coaching cycles.	Instructional coaching has focused on collaborative team planning and limited individual teacher coaching.
8 ★	With a diverse student population requiring intervention, specialized services, on-level instruction, and advanced learning opportunities, it is a challenge to protect instructional and collaborative time intentionally to provide timely reteaching and meaningful extensions based on student evidence.	Classroom teachers to build their instructional strategy tool box to respond to all learners.
9 ★	The perceptions of the school community, staff and parents, are difficult to gauge with limited feedback.	Besides attendance at campus events, beginning of the year and end of the year anonymous parent and student surveys to collect feedback and perceptions of the school provides limited responses.

★ = 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] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **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] **Intervention data**
- [x] **Other**

NWEA MAP Data - BOY, MOY, EOY

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] **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] **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] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

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

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications 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, Tier 1 instruction will result in 90% of students meeting or exceeding end of the year growth goals for reading, math and science (2nd-4th) on district-wide assessments (MAP) and will result in Grade 3 Reading Masters from 36% to 48%, Grade 3 Math Masters from 35% to 46%, Grade 4 Reading Masters from 37% to 49%, and Grade 4 Math Masters 46% to 50%.

Evaluation Data Source: MAP Data; CFAs

Strategy 1

Teachers will collaborate to determine effective instructional practices in ELAR and math focused on the essential standards, as measured by the creation of Common Formative Assessments (CFAs) and the integration of ongoing assessment data analysis.

Strategy's Expected Result/Impact: Students will demonstrate mastery of essential skills to achieve a year's academic growth.

Staff Responsible for Monitoring: Administration, Instructional Coaches, Specialists, Guiding Coaltion, and Classroom Teachers

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

Funding Sources: 199 General Fund,

TEA Priorities: Build a foundation of reading and math

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

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Strategy 2

Teachers will intentionally increase opportunities for student academic discourse across all content areas by incorporating student-to-student discussion, accountable talk, academic vocabulary, evidence-based responses, and collaborative reasoning into daily instruction. Implementation will be monitored through identified campus walkthrough look-fors and feedback.

Strategy's Expected Result/Impact: Students will demonstrate increased engagement, use of academic vocabulary, and ability to clearly communicate and justify their thinking, resulting in deeper understanding and improved academic achievement across content areas.

Staff Responsible for Monitoring: Classroom Teachers, CAMP Teachers, Specialists

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

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 3

Teachers will collaboratively plan and implement purposeful writing opportunities in science that require students to explain their thinking, use academic vocabulary, and demonstrate conceptual understanding of science content.

Strategy's Expected Result/Impact: Improved student ability to communicate and demonstrate conceptual understanding of science content through writing, resulting in stronger academic vocabulary, evidence-based responses, and increased science achievement.

Staff Responsible for Monitoring: Science teachers

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

Funding Sources: 199 General Fund,

TEA Priorities: Build a foundation of reading and math

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

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Strategy 4

Teachers will identify and explicitly teach essential academic vocabulary across all content areas, providing intentional opportunities for students to apply vocabulary in academic discourse and written responses.

Strategy's Expected Result/Impact: Students will demonstrate increased understanding and application of academic vocabulary, resulting in stronger academic discourse, more precise written responses, and deeper understanding of content across subject areas.

Staff Responsible for Monitoring: Classroom Teachers, CAMP Teachers, Specialists

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

Funding Sources: 199 General Fund,

TEA Priorities: Build a foundation of reading and math

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

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Strategy 5

The campus Guiding Coaltion will lead instructional improvement by analyzing student learning and instructional evidence, identifying high-impact instructional practices, and making collaborative decisions that promote consistent, effective instruction across all grade levels and content areas.

Strategy's Expected Result/Impact: Increased consistency and effectiveness of high-impact instructional practices across the campus, resulting in stronger teacher collective efficacy, greater alignment of instruction to student needs, and improved student engagement, growth, and achievement.

Staff Responsible for Monitoring: Guiding Coaltion Members

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

Funding Sources: 255 Title II, Part A, , 199 General Fund, , 199 State Special Education (SpEd),

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, 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	With 23.88% of the campus student population receiving special education services along with 9.32% of the student population receiving dyslexia services, the campus is experiencing increased demands for specialized instruction, accommodations, progress monitoring, and individualized support.	The campus's special education service-delivery model and staffing structure have not expanded proportionately with the growth in the number and complexity of students receiving special education services.
2	Subgroup populations (SPED, 504, Economically Disadvantaged, AT-Risk, African American, Hispanic, and ESL) are underperforming on STAAR at the Meets and Masters levels.	Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring by each grade level collaborative team.
3	A continued need to focus on the academic growth of identified Gifted and Talented students to ensure they achieve at least a year's growth or more by the end of the year. Historically, this group of students did not meet their expected growth measure by the end of the year.	Instructional Gaps due to lack of differentiated instruction or enrichment opportunities. Limited Goal Setting & Monitoring: Students may not have been consistently engaged in setting and tracking individual MAP growth goals, reducing ownership of their learning. Lack of support systems in place to monitor progress and address underperformance.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Comparable levels of academic growth are not consistently demonstrated across all grade levels and content areas.	Instructional practices that effectively produce accelerated growth in the campus's highest-growth grade levels and content areas are not yet consistently identified, replicated, and implemented across all grade levels and subjects. Additionally, students who enter instruction already performing above grade level may not consistently receive the depth, complexity, differentiation, and extension.
3	Compared to similar schools to GP, 3rd grade students are not achieving at the Meets and Masters level in Reading and Math STAAR.	Limited monitoring and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Collaborative grade level teams identified essential TEKS while unit planning, however, responding to assessment measures is needed to ensure student academic growth.	Differentiation strategies and interventions are limited in responding to the data.
4	With a diverse student population requiring intervention, specialized services, on-level instruction, and advanced learning opportunities, it is a challenge to protect instructional and collaborative time intentionally to provide timely reteaching and meaningful extensions based on student evidence.	Classroom teachers to build their instructional strategy tool box to respond to all learners.

Performance Objective 2 ☑ High Priority

By May 2027, 100% of teachers will implement district-defined essential teaching and learning practices (targeted learning objective and differentiation), as measured by classroom walk-through data resulting in a 10% increase in students meeting or exceeding grade-level expectations on state and district assessments.

Evaluation Data Source: Guiding Coalition Agendas, Collaborative Team Agendas, Lesson Plans, Walk-Throughs

Strategy 1

Math/Science and Reading/Social Studies instructional coaches will support teacher growth, collaboration, and professional development as all classroom teachers participate in weekly collaborative team meetings and individual coaching opportunities (coaching cycles, modeling/ co-teaching lessons, conducting coaching conferences, and providing actionable feedback) for at least 50% of classroom teachers and new teachers to GP.

Strategy's Expected Result/Impact: Effective and impactful teaching practices to support student growth and achievement.

Staff Responsible for Monitoring: Administration and Instructional Coaches

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

Funding Sources: 255 Title II, Part A, , 199 General Fund,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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Strategy 2

Classroom daily learning objectives will be written in student friendly language and a complete I can statement with a student reflection opportunity.

Strategy's Expected Result/Impact: Students will be able to identify the purpose of the learning and reflect on their mastery of the objective.

Staff Responsible for Monitoring: Increased student understanding and ownership of learning, resulting in students being able to articulate what they are learning, assess their progress toward mastery, and identify next steps for continued growth.

Problem Statements: Demographics 2 - Student Learning 1, 3

TEA Priorities: Build a foundation of reading and math

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

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Strategy 3

Professional development will focus on differentiation and will include the utilization of depth and complexity strategies and designing high ceiling/low floor lessons to elevate academic rigor to deepen student thinking, improve student discourse, and provide lesson/flex time extensions.

Strategy's Expected Result/Impact: Student performance indicating at least a year's growth in MAP; Students will engage in appropriately challenging learning experiences that increase academic rigor, deepen critical thinking, strengthen academic discourse, and provide meaningful opportunities for extension based on individual readiness and learning needs.

Staff Responsible for Monitoring: Campus administration and instructional coaches

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

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	With 23.88% of the campus student population receiving special education services along with 9.32% of the student population receiving dyslexia services, the campus is experiencing increased demands for specialized instruction, accommodations, progress monitoring, and individualized support.	The campus's special education service-delivery model and staffing structure have not expanded proportionately with the growth in the number and complexity of students receiving special education services.
2	Subgroup populations (SPED, 504, Economically Disadvantaged, AT-Risk, African American, Hispanic, and ESL) are underperforming on STAAR at the Meets and Masters levels.	Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring by each grade level collaborative team.
3	A continued need to focus on the academic growth of identified Gifted and Talented students to ensure they achieve at least a year's growth or more by the end of the year. Historically, this group of students did not meet their expected growth measure by the end of the year.	Instructional Gaps due to lack of differentiated instruction or enrichment opportunities. Limited Goal Setting & Monitoring: Students may not have been consistently engaged in setting and tracking individual MAP growth goals, reducing ownership of their learning. Lack of support systems in place to monitor progress and address underperformance.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Comparable levels of academic growth are not consistently demonstrated across all grade levels and content areas.	Instructional practices that effectively produce accelerated growth in the campus's highest-growth grade levels and content areas are not yet consistently identified, replicated, and implemented across all grade levels and subjects. Additionally, students who enter instruction already performing above grade level may not consistently receive the depth, complexity, differentiation, and extension.
3	Compared to similar schools to GP, 3rd grade students are not achieving at the Meets and Masters level in Reading and Math STAAR.	Limited monitoring and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Collaborative grade level teams identified essential TEKS while unit planning, however, responding to assessment measures is needed to ensure student academic growth.	Differentiation strategies and interventions are limited in responding to the data.
2	Individualized professional growth specific to each teacher's needs is limited due to limited individualized coaching cycles.	Instructional coaching has focused on collaborative team planning and limited individual teacher coaching.

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, student subgroups (SPED, 504, At-Risk, and Economically Disadvantaged) will show a 10% increase in the percentage of students achieving "Meets" or "Masters" performance levels on the STAAR assessments, as measured by the spring STAAR results.

Evaluation Data Source: BOY, MOY, and EOY MAP reading, math, and CFAs

Strategy 1

Teachers will utilize the CFA and summative assessment data to target Tier 2 intervention. Other assessments such as core screeners and/or reading fluency assessments will be used to determine foundational skill needs in Tier 3 small group instruction.

Strategy's Expected Result/Impact: Increase in percentage of K-4th grade students succeeding in achieving a full year's academic growth in MAP assessments.

Staff Responsible for Monitoring: Administration, Instructional Coaches, and Classroom Teachers

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

Funding Sources: 199 General Fund,

TEA Priorities: Build a foundation of reading and math

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

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Strategy 2

Daily targeted math and reading flex time will include reteaching of essential standards and/or extension of grade level standards for all students K-4th grades based on CFA data.

Strategy's Expected Result/Impact: Increased in percentage of K-4th grade students succeeding in achieving a full year's academic growth in MAP assessments. 3rd & 4th graders increased percentage of Meets and Masters on STAAR.

Staff Responsible for Monitoring: Instructional Coaches, Classroom Teachers

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

Funding Sources: 199 General Fund,

TEA Priorities: Build a foundation of reading and math

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

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	With 23.88% of the campus student population receiving special education services along with 9.32% of the student population receiving dyslexia services, the campus is experiencing increased demands for specialized instruction, accommodations, progress monitoring, and individualized support.	The campus's special education service-delivery model and staffing structure have not expanded proportionately with the growth in the number and complexity of students receiving special education services.
2	Subgroup populations (SPED, 504, Economically Disadvantaged, AT-Risk, African American, Hispanic, and ESL) are underperforming on STAAR at the Meets and Masters levels.	Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring by each grade level collaborative team.
3	A continued need to focus on the academic growth of identified Gifted and Talented students to ensure they achieve at least a year's growth or more by the end of the year. Historically, this group of students did not meet their expected growth measure by the end of the year.	Instructional Gaps due to lack of differentiated instruction or enrichment opportunities. Limited Goal Setting & Monitoring: Students may not have been consistently engaged in setting and tracking individual MAP growth goals, reducing ownership of their learning. Lack of support systems in place to monitor progress and address underperformance.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Comparable levels of academic growth are not consistently demonstrated across all grade levels and content areas.	Instructional practices that effectively produce accelerated growth in the campus's highest-growth grade levels and content areas are not yet consistently identified, replicated, and implemented across all grade levels and subjects. Additionally, students who enter instruction already performing above grade level may not consistently receive the depth, complexity, differentiation, and extension.
3	Compared to similar schools to GP, 3rd grade students are not achieving at the Meets and Masters level in Reading and Math STAAR.	Limited monitoring and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Collaborative grade level teams identified essential TEKS while unit planning, however, responding to assessment measures is needed to ensure student academic growth.	Differentiation strategies and interventions are limited in responding to the data.

Performance Objective 2 ☑ High Priority

By May 2027, the MTSS team will identify students in need of Tier 3 interventions and progress monitor them monthly, with documentation reviewed during MTSS meetings to ensure timely support and adjustments.

Evaluation Data Source: MTSS Meeting Logs, Student's Progress Monitoring Results, MAP, STAAR

Strategy 1

Classroom teachers along with other campus stakeholders will set a SMART goal for each student along with assessment measures to chart progress in Tier 2 or Tier 3 intervention.

Strategy's Expected Result/Impact: Reduced number of students no longer needing targeted Tier 3 intervention

Staff Responsible for Monitoring: Administration, Counselor, Instructional Coaches, Classroom Teachers

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

Funding Sources: 199 General Fund,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

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Strategy 2

Classroom teachers will be supported by the instructional coaches to provide differentiated, targeted intervention including appropriate assessments to monitor progress.

Strategy's Expected Result/Impact: Reduced number of students no longer needing targeted Tier 3 intervention

Staff Responsible for Monitoring: Instructional Coaches, Classroom Teachers

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

Funding Sources: 199 General Fund,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	With 23.88% of the campus student population receiving special education services along with 9.32% of the student population receiving dyslexia services, the campus is experiencing increased demands for specialized instruction, accommodations, progress monitoring, and individualized support.	The campus's special education service-delivery model and staffing structure have not expanded proportionately with the growth in the number and complexity of students receiving special education services.

2	Subgroup populations (SPED, 504, Economically Disadvantaged, AT-Risk, African American, Hispanic, and ESL) are underperforming on STAAR at the Meets and Masters levels.	Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring by each grade level collaborative team.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Comparable levels of academic growth are not consistently demonstrated across all grade levels and content areas.	Instructional practices that effectively produce accelerated growth in the campus's highest-growth grade levels and content areas are not yet consistently identified, replicated, and implemented across all grade levels and subjects. Additionally, students who enter instruction already performing above grade level may not consistently receive the depth, complexity, differentiation, and extension.
3	Compared to similar schools to GP, 3rd grade students are not achieving at the Meets and Masters level in Reading and Math STAAR.	Limited monitoring and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Collaborative grade level teams identified essential TEKS while unit planning, however, responding to assessment measures is needed to ensure student academic growth.	Differentiation strategies and interventions are limited in responding to the data.
4	With a diverse student population requiring intervention, specialized services, on-level instruction, and advanced learning opportunities, it is a challenge to protect instructional and collaborative time intentionally to provide timely reteaching and meaningful extensions based on student evidence.	Classroom teachers to build their instructional strategy tool box to respond to all learners.

Performance Objective 3 ☑ High Priority

At least 85% of GT students will meet projected MAP growth and 60% will achieve Masters performance on STAAR.

Evaluation Data Source: CFA data in math and reading, progress monitoring structures, MAP BOY/MOY/EOY

Strategy 1

Classroom teachers will be supported by the instructional coaches to provide differentiated, targeted intervention including appropriate assessments to monitor progress.

Strategy's Expected Result/Impact: Reduced number of students no longer needing targeted Tier 3 intervention

Staff Responsible for Monitoring: Instructional Coaches, Classroom Teachers

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

Funding Sources: 199 Gifted and Talented, , 199 General Fund,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

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Strategy 2

Daily targeted math and reading flex time will include reteaching of essential standards and/or extension of grade level standards for all students K-4th grades based on CFA data.

Strategy's Expected Result/Impact: Increased in percentage of K-4th grade students succeeding in achieving a full year's academic growth in MAP assessments. 3rd & 4th graders increased percentage of Meets and Masters on STAAR.

Staff Responsible for Monitoring: Instructional Coaches, Classroom Teachers

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

Funding Sources: 199 Gifted and Talented, , 199 General Fund,

TEA Priorities: Build a foundation of reading and math

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

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	With 23.88% of the campus student population receiving special education services along with 9.32% of the student population receiving dyslexia services, the campus is experiencing increased demands for specialized instruction, accommodations, progress monitoring, and individualized support.	The campus's special education service-delivery model and staffing structure have not expanded proportionately with the growth in the number and complexity of students receiving special education services.
2	Subgroup populations (SPED, 504, Economically Disadvantaged, AT-Risk, African American, Hispanic, and ESL) are underperforming on STAAR at the Meets and Masters levels.	Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring by each grade level collaborative team.
3	A continued need to focus on the academic growth of identified Gifted and Talented students to ensure they achieve at least a year's growth or more by the end of the year. Historically, this group of students did not meet their expected growth measure by the end of the year.	Instructional Gaps due to lack of differentiated instruction or enrichment opportunities. Limited Goal Setting & Monitoring: Students may not have been consistently engaged in setting and tracking individual MAP growth goals, reducing ownership of their learning. Lack of support systems in place to monitor progress and address underperformance.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Comparable levels of academic growth are not consistently demonstrated across all grade levels and content areas.	Instructional practices that effectively produce accelerated growth in the campus's highest-growth grade levels and content areas are not yet consistently identified, replicated, and implemented across all grade levels and subjects. Additionally, students who enter instruction already performing above grade level may not consistently receive the depth, complexity, differentiation, and extension.

3	Compared to similar schools to GP, 3rd grade students are not achieving at the Meets and Masters level in Reading and Math STAAR.	Limited monitoring and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Collaborative grade level teams identified essential TEKS while unit planning, however, responding to assessment measures is needed to ensure student academic growth.	Differentiation strategies and interventions are limited in responding to the data.
4	With a diverse student population requiring intervention, specialized services, on-level instruction, and advanced learning opportunities, it is a challenge to protect instructional and collaborative time intentionally to provide timely reteaching and meaningful extensions based on student evidence.	Classroom teachers to build their instructional strategy tool box to respond to all learners.

Performance Objective 4 ☑ High Priority

By May 2027, the percentage of Special Education students achieving Meets Grade Level or above will increase from 38% to at least 48% in Reading and from 50% to at least 58% in Math, as measured by STAAR, reducing the achievement gap between Special Education students and All Students.

Evaluation Data Source: MAP, CFA, SPED Goal Progress Monitoring

Strategy 1

By May 2027, 100% of Special Education resource teachers will implement the CSISD-adopted reading and math curriculum with fidelity, as evidenced by lesson planning, classroom walkthroughs, and student progress monitoring.

Strategy's Expected Result/Impact: Increased academic growth and achievement for Special Education students in reading and math, resulting in a higher percentage of students achieving Meets Grade Level or above and a reduction in the achievement gap between Special Education students and All Students.

Staff Responsible for Monitoring: Special Education Teachers

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

Funding Sources: 199 State Compensatory Ed (SCE), , 199 General Fund, , 199 State Special Education (SpEd),

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Special Education resource teachers will engage in grade level collaborative team meetings to plan for instruction, analyze student progress, and adjust reading and math instruction to meet individual student needs.

Strategy's Expected Result/Impact: Improved instructional consistency and responsiveness to student needs, resulting in increased academic growth and achievement for Special Education students in reading and math.

Staff Responsible for Monitoring: Special Education Teachers, Instructional Coaches

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

Funding Sources: 199 Dyslexia, , 199 State Special Education (SpEd), , 199 General Fund,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	With 23.88% of the campus student population receiving special education services along with 9.32% of the student population receiving dyslexia services, the campus is experiencing increased demands for specialized instruction, accommodations, progress monitoring, and individualized support.	The campus's special education service-delivery model and staffing structure have not expanded proportionately with the growth in the number and complexity of students receiving special education services.

2	Subgroup populations (SPED, 504, Economically Disadvantaged, AT-Risk, African American, Hispanic, and ESL) are underperforming on STAAR at the Meets and Masters levels.	Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring by each grade level collaborative team.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Collaborative grade level teams identified essential TEKS while unit planning, however, responding to assessment measures is needed to ensure student academic growth.	Differentiation strategies and interventions are limited in responding to the data.
4	With a diverse student population requiring intervention, specialized services, on-level instruction, and advanced learning opportunities, it is a challenge to protect instructional and collaborative time intentionally to provide timely reteaching and meaningful extensions based on student evidence.	Classroom teachers to build their instructional strategy tool box to respond to all learners.

Goal 3

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

Performance Objective 1

☑ **High Priority**

By the end of the 2026-2027 school year, 90% of 2nd - 4th grade students surveyed will report that they have a sense of belonging and connection to the school community.

Evaluation Data Source: Student and Parent Surveys

Strategy 1

The campus behavior team will guide the development and implementation of a behavior matrix aligning behavior expectations campus-wide.

Strategy's Expected Result/Impact: Aligned, consistent, and clear behavior expectations across the campus. Behavior referrals are reduced.

Staff Responsible for Monitoring: Administration, Behavior Leadership Team, and GP Staff

Problem Statements: School Processes & Programs 4

Funding Sources: 255 Title II, Part A, , 255 Title II, Part A, , 199 General Fund, , 199 General Fund,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2

The Character Strong program will be integrated in classroom instruction to promote student social/emotional well being. In addition, regular counseling lessons will support academic achievement.

Strategy's Expected Result/Impact: Positive school and classroom environment; Positive social/emotional health of students

Staff Responsible for Monitoring: Counselor and Classroom Teachers

Problem Statements: Demographics 2, 3 - Student Learning 1

Funding Sources: 199 General Fund,

TEA Priorities: Build a foundation of reading and math

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

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Strategy 3

By May 2027, 100% of faculty will participate in at least two professional development sessions and two schoolwide events focused on relationship building.

Strategy's Expected Result/Impact: Evidence of strengthened staff, student, and family relationships will be measured through a mid-year and end-of-year staff, student, and parent survey showing a 10% increase in positive responses regarding a sense of school community.

Staff Responsible for Monitoring: Administration and Counselor

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

Funding Sources: 199 General Fund,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Strategy 4

Parents will be offered a survey using Thought Exchange at the beginning, middle, and end of the year to gain feedback in the areas of safety, student connection, academics, and communication.

Strategy's Expected Result/Impact: Feedback from surveys will guide school improvement

Staff Responsible for Monitoring: Administration

Problem Statements: Perceptions 1

Funding Sources: 199 General Fund,

TEA Priorities: Recruit, support, retain teachers and principals

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

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Subgroup populations (SPED, 504, Economically Disadvantaged, AT-Risk, African American, Hispanic, and ESL) are underperforming on STAAR at the Meets and Masters levels.	Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring by each grade level collaborative team.
3	A continued need to focus on the academic growth of identified Gifted and Talented students to ensure they achieve at least a year's growth or more by the end of the year. Historically, this group of students did not meet their expected growth measure by the end of the year.	Instructional Gaps due to lack of differentiated instruction or enrichment opportunities. Limited Goal Setting & Monitoring: Students may not have been consistently engaged in setting and tracking individual MAP growth goals, reducing ownership of their learning. Lack of support systems in place to monitor progress and address underperformance.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Comparable levels of academic growth are not consistently demonstrated across all grade levels and content areas.	Instructional practices that effectively produce accelerated growth in the campus's highest-growth grade levels and content areas are not yet consistently identified, replicated, and implemented across all grade levels and subjects. Additionally, students who enter instruction already performing above grade level may not consistently receive the depth, complexity, differentiation, and extension.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Collaborative grade level teams identified essential TEKS while unit planning, however, responding to assessment measures is needed to ensure student academic growth.	Differentiation strategies and interventions are limited in responding to the data.
4	With a diverse student population requiring intervention, specialized services, on-level instruction, and advanced learning opportunities, it is a challenge to protect instructional and collaborative time intentionally to provide timely reteaching and meaningful extensions based on student evidence.	Classroom teachers to build their instructional strategy tool box to respond to all learners.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The perceptions of the school community, staff and parents, are difficult to gauge with limited feedback.	Besides attendance at campus events, beginning of the year and end of the year anonymous parent and student surveys to collect feedback and perceptions of the school provides limited responses.

Goal 4

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

Performance Objective 1

By May 2027, 85% of classroom teachers will demonstrate proficiency in integrating campus technology to support student achievement, as measured by teacher feedback surveys and evidence from classroom observations.

Evaluation Data Source: Increased student performance on MAP Growth, STAAR, and grade level assessments; Technology surveys; Classroom walkthroughs

Strategy 1

With the support of the campus Digital Learning Ambassador, teachers will build capacity to integrate digital learning resources for grade level and content areas.

Strategy's Expected Result/Impact: Integration of instructional technology

Staff Responsible for Monitoring: Digital Learning Ambassador, DLA, Instructional Coaches, Administration

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

Funding Sources: 199 General Fund, , 255 Title II, Part A,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 2

Teachers will integrate instructional programs such as Snorkl and Scriblit to promote opportunities for students to respond digitally to demonstrate their understanding.

Strategy's Expected Result/Impact: Students will have additional practice to successfully compose their ideas digitally.

Staff Responsible for Monitoring: Classroom Teachers

Problem Statements: Demographics 2 - Student Learning 1, 3

Formative Reviews

November	February	April	June

Strategy 3

Students will have the opportunity to build typing stamina and fluency by utilizing a typing program to practice keyboarding skills.

Strategy's Expected Result/Impact: Students will be able to compose their ideas and write a response effectively using a keyboard.

Staff Responsible for Monitoring: Classroom Teachers

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

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	With 23.88% of the campus student population receiving special education services along with 9.32% of the student population receiving dyslexia services, the campus is experiencing increased demands for specialized instruction, accommodations, progress monitoring, and individualized support.	The campus's special education service-delivery model and staffing structure have not expanded proportionately with the growth in the number and complexity of students receiving special education services.
2	Subgroup populations (SPED, 504, Economically Disadvantaged, AT-Risk, African American, Hispanic, and ESL) are underperforming on STAAR at the Meets and Masters levels.	Goals and progress monitoring need to be aligned to focus on a short term, targeted skill with frequent, scheduled progress monitoring by each grade level collaborative team.

3	A continued need to focus on the academic growth of identified Gifted and Talented students to ensure they achieve at least a year's growth or more by the end of the year. Historically, this group of students did not meet their expected growth measure by the end of the year.	Instructional Gaps due to lack of differentiated instruction or enrichment opportunities. Limited Goal Setting & Monitoring: Students may not have been consistently engaged in setting and tracking individual MAP growth goals, reducing ownership of their learning. Lack of support systems in place to monitor progress and address underperformance.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Comparable levels of academic growth are not consistently demonstrated across all grade levels and content areas.	Instructional practices that effectively produce accelerated growth in the campus's highest-growth grade levels and content areas are not yet consistently identified, replicated, and implemented across all grade levels and subjects. Additionally, students who enter instruction already performing above grade level may not consistently receive the depth, complexity, differentiation, and extension.
3	Compared to similar schools to GP, 3rd grade students are not achieving at the Meets and Masters level in Reading and Math STAAR.	Limited monitoring and plan for responses of student growth utilizing a variety of assessments such as MAP and Common Formative Assessments during collaborative team meetings.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Collaborative grade level teams identified essential TEKS while unit planning, however, responding to assessment measures is needed to ensure student academic growth.	Differentiation strategies and interventions are limited in responding to the data.
4	With a diverse student population requiring intervention, specialized services, on-level instruction, and advanced learning opportunities, it is a challenge to protect instructional and collaborative time intentionally to provide timely reteaching and meaningful extensions based on student evidence.	Classroom teachers to build their instructional strategy tool box to respond to all learners.

State Compensatory Education

State Compensatory

Budget for Greens Prairie Elementary

Total SCE Funds: $1,460.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Targeted at risk students to receive in-class support with select resources and tutoring during the ELAR and/or math instructional time tutor.

Funding Summary

Funding Summary

199 General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	$0.00
1	1	3		--	$0.00
1	1	4		--	$0.00
1	1	5		--	$0.00
1	2	1		--	$0.00
2	1	1		--	$0.00
2	1	2		--	$0.00
2	2	1		--	$0.00
2	2	2		--	$0.00
2	3	1		--	$0.00
2	3	2		--	$0.00
2	4	1		--	$0.00
2	4	2		--	$0.00
3	1	1		--	$0.00
3	1	1		--	$0.00
3	1	2		--	$0.00
3	1	3		--	$0.00
3	1	4		--	$0.00
4	1	1		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

199 State Special Education (SpEd)

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

199 State Compensatory Ed (SCE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,460.00
				+/- Difference	**$1,460.00**

199 Dyslexia

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

255 Title II, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5		--	$0.00
1	2	1		--	$0.00
3	1	1		--	$0.00
3	1	1		--	$0.00
4	1	1		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

199 Gifted and Talented

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1		--	$0.00
2	3	2		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- 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	