College Station ISD

Rock Prairie Elementary School

Accountability Rating: A

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

2026-2027 Campus Improvement Plan

Board Approval Date:
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Mission Statement

At Rock Prairie Elementary, we ensure the learning and well-being of ALL students.

Vision

At Rock Prairie, we are more than a school—we are a family. We value safety, kindness, and connection. Our instruction is intentional and engaging, built on clear expectations and focused on helping every student grow. Every student is heard, every staff member is respected, and every family is part of the journey. Through collaboration and goal setting, we ensure that all learners are active participants in their learning and have the support they need to succeed.

Collective Commitments

- We represent our campus with pride by being welcoming, approachable, and positive with everyone we encounter.
- We keep lines of communication open with families, teammates, and administrators. We share important updates, respond in a timely manner, and handle conversations with professionalism and care.
- We build strong partnerships with families and recognize they are essential to student success.
- We protect instructional time and plan with purpose, focused on learning objectives that are represented in student work.
- We are intentional with our time together as a staff and content teams, prioritizing student learning above distractions.
- We use data to drive our decisions. We reflect on student learning through the lens of the four essential questions.
- Data informs our instruction, helps us target support, and ensures our work is focused and effective.
- We assume positive intent and lead with empathy. We choose to believe the best in all: students, staff, and families.
- We are professionals. We speak with honesty and care and work to build a culture of collaboration, trust, and respect with each other.
- We show up on time and stay present. We are dependable, focused, and fully engaged in the work of teaching and learning.
- We take time to recognize growth, effort, and success for both students and staff.
- We follow through on these commitments, uphold school expectations, and recognize the impact our actions have on our students, families, and staff.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 10

Perceptions 13

Priority Problem Statements 15

Data Documentation for CNA 17

Improvement Planning Data 18

Accountability Data 18

Student Data: Assessments 18

Student Data: Student Groups 18

Student Data: Behavior and Other Indicators 19

Employee Data 19

Parent/Community Data 20

Support Systems and Other Data 20

Goals 21

Goal 1 : CSISD will enhance effective instructional practices by implementing innov... 22

Goal 2 : CSISD will elevate academic outcomes of historically under-performing st... 33

Goal 3 : CSISD will enrich students' school experiences by strengthening relations... 41

Goal 4 : CSISD will transform the learner experience through purposeful integratio... 45

State Compensatory Education 49

Budget for Rock Prairie Elementary School 50

Funding Summary 51

199 State Compensatory Ed (SCE) 52

211 Title I, Part A 52

Policies, Procedures, and Requirements 53

Comprehensive Needs Assessment

Demographics

Summary

Rock Prairie Elementary serves a diverse student body of 458 students, with a nearly even gender distribution of 51.53% female and 48.47% male. The campus is characterized by a significant degree of ethnic diversity: 31.44% of students are White, 28.17% are African American, 23.36% are Hispanic, and 9.61% are Asian, with the remaining population identified as multiracial or from other minority groups. Notably, the school supports a high-need population, with 60.31% of students identified as economically disadvantaged, a figure significantly higher than the district average of 39.32%. Additionally, 21.62% of the student body receives Special Education (SE) services, a population that has seen a slight decline from a peak of 164 students in the 2023-2024 school year to 123 students in 2025-2026.

Strengths

A primary strength of Rock Prairie Elementary is the substantial academic growth observed within its diverse subgroups, particularly among African American students who demonstrated a significant "jump" in projected proficiency—increasing from 26.50% to 52.80% in Reading and from 17.20% to 26.90% in Math. Furthermore, the school excels in fostering high growth for its Emergent Bilingual (EB/ELL) and Hispanic students; EB students reached the 72nd growth percentile in Math and the 65th in Reading, while Hispanic students achieved the 64th and 62nd percentiles, respectively. These performance metrics highlight a strong capacity to support growth across varied cultural and linguistic backgrounds, demonstrating that the campus successfully elevates academic outcomes for historically underperforming student groups.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	African American students are significantly overrepresented in disciplinary data; while they make up only 28% of the student body, they account for 73% of all behavioral offenses and 78% of Out-of-School Suspensions (OSS).	Tier 1 behavioral supports are not effectively providing these students with the self-regulation skills needed to navigate classroom expectations.
2	Rock Prairie serves a high-need population with 60.31% of students identified as economically disadvantaged--a rate 21% higher than the district average of 39.32%--which creates an increased demand for intensive Tier 2 and Tier 3 academic and behavioral supports.	The higher density of high-need students has outpaced the campus's current ability to provide consistent restorative practices and one-on-one assistance, as evidenced by the 280 total disciplinary actions taken during the 2025-2026 school year. The school is struggling to balance the delivery of intentional, engaging instruction with the high frequency of behavior-related classroom removals.
3 ★	Students receiving Special Education services (IEP subgroups) are not demonstrating the same accelerated growth as their peers; while other subgroups saw a significant "jump" in proficiency, students with IEPs saw their projected Math proficiency decline from 20.00% to 18.80%.	A root cause analysis identified a lack of collaborative processes between General Education and Special Education teachers. These educators often work independently, resulting in a lack of shared understanding regarding specific learning gaps, which prevents the setting of unified goals and the delivery of cohesive interventions for students with IEPs.
4 ★	Emergent bilinguals, economically disadvantaged students, and students receiving Special Education services continue to score below their peers on STAAR in both Math and Reading.	There has been inconsistent implementation of Multi-Tiered Systems of Support (MTSS) and PLC processes, which has hindered the consistent mastery of essential TEKS across grade levels.

5	Parent and community involvement in supporting instruction and student learning remains limited. While families and community members engage in school events and traditions, there is no consistent participation in activities that directly impact academic growth, nor is there sufficient feedback from parents and students to inform school improvement efforts.	Absence of established communication protocols on student achievement and growth, and inadequate channels for disseminating information to families.

★ = Priority

Student Learning

Summary

Students at Rock Prairie Elementary are demonstrating **exceptional academic growth**, earning an **"A" rating** in the School Progress domain with a scaled score of **92**. While overall student achievement earned a **"B" rating** (scaled score 82), the campus successfully moved **76% of all students** to the "Approaches Grade Level" standard or above. Currently, **56% of learners** are meeting or exceeding grade-level standards in both Reading and Mathematics. Although early literacy data shows that **51% of Kindergarten students** are performing at or above the district grade-level mean, the school is working to bridge gaps for students with IEPs through improved teacher collaboration.

Strengths

A primary strength of the campus is its ability to accelerate learning for high-need subgroups, specifically **African American students**, who saw a remarkable "jump" in projected proficiency from **26.50% to 52.80% in Reading** and from **17.20% to 26.90% in Math**. Additionally, **Emergent Bilingual (EB/ELL)** and **Hispanic** students are showing strong progress, with EB students reaching the **72nd growth percentile in Math** and the **65th in Reading**. These academic successes are supported by a mission-driven culture that views the school as a "family" where staff are committed to ensuring the learning and well-being of **all** students.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students receiving Special Education services (IEP subgroups) are not demonstrating the same accelerated growth as their peers; while other subgroups saw a significant "jump" in proficiency, students with IEPs saw their projected Math proficiency decline from 20.00% to 18.80%.	A root cause analysis identified a lack of collaborative processes between General Education and Special Education teachers. These educators often work independently, resulting in a lack of shared understanding regarding specific learning gaps, which prevents the setting of unified goals and the delivery of cohesive interventions for students with IEPs.
2 ★	Foundational reading proficiency in the earliest grades is below district standards, with the Kindergarten Mean RIT of 145.9 falling below the district average of 148.7, and only 51% of students meeting or exceeding the grade-level mean.	Winter MAP Growth data shows that 39% of Kindergarten students are performing in the "Low" or "Low Average" percentiles in foundational skills, particularly in Phonological Awareness and Beginning Reading and Writing. This indicates a need for more intensive Tier 1 instructional focus on these specific domains before students transition to higher grades where reading fluency demands increase.
3 ★	Emergent bilinguals, economically disadvantaged students, and students receiving Special Education services continue to score below their peers on STAAR in both Math and Reading.	There has been inconsistent implementation of Multi-Tiered Systems of Support (MTSS) and PLC processes, which has hindered the consistent mastery of essential TEKS across grade levels.
4	Rock Prairie serves a high-need population with 60.31% of students identified as economically disadvantaged--a rate 21% higher than the district average of 39.32%--which creates an increased demand for intensive Tier 2 and Tier 3 academic and behavioral supports.	The higher density of high-need students has outpaced the campus's current ability to provide consistent restorative practices and one-on-one assistance, as evidenced by the 280 total disciplinary actions taken during the 2025-2026 school year. The school is struggling to balance the delivery of intentional, engaging instruction with the high frequency of behavior-related classroom removals.

★ = Priority

School Processes & Programs

Summary

Rock Prairie Elementary emphasizes a collaborative, data-driven approach to instruction and student support. **Professional Learning Communities (PLCs)** serve as a cornerstone, where teachers meet weekly to identify essential standards, design common formative assessments (CFAs), and analyze student data to plan responsive instruction. To address individual learner needs, the school utilizes **"Round Up" time**, a dedicated block in the master schedule for targeted intervention or enrichment. The campus leadership is shared through a **Guiding Coalition**, which monitors academic and behavioral trends to ensure decisions are centered on student growth. Social-emotional learning is anchored by the **Character Strong program**, reinforcing values of kindness and responsibility across the campus. Additionally, the school integrates a **1:1 student-to-device ratio** to provide interactive and differentiated learning experiences.

Strengths

A primary strength of Rock Prairie Elementary is its **exceptional academic growth**, evidenced by an **"A" rating in the School Progress domain** with a scaled score of 92. The school demonstrates a remarkable ability to accelerate learning for historically underperforming subgroups; notably, **African American students** saw a significant "jump" in projected proficiency—increasing from 26.5% to 52.8% in Reading. Furthermore, student attendance shows a positive upward trend, reaching **95.5% in the 2024–2025 school year**. The campus also benefits from strong community partnerships, including an active PTO and the launch of the **Watch D.O.G.S. (Dads of Great Students)** program, which fosters high levels of family engagement.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Emergent bilinguals, economically disadvantaged students, and students receiving Special Education services continue to score below their peers on STAAR in both Math and Reading.	There has been inconsistent implementation of Multi-Tiered Systems of Support (MTSS) and PLC processes, which has hindered the consistent mastery of essential TEKS across grade levels.
2	Behavioral offenses are not evenly distributed throughout the school day; they are heavily front-loaded, with 54 total offenses occurring between 8:00 AM and 12:00 PM.	The Behavior Tracker identifies a recurring pattern of students arriving at school already emotionally dysregulated. Incidents are frequently triggered by morning stressors.
3 ★	Students receiving Special Education services (IEP subgroups) are not demonstrating the same accelerated growth as their peers; while other subgroups saw a significant "jump" in proficiency, students with IEPs saw their projected Math proficiency decline from 20.00% to 18.80%.	A root cause analysis identified a lack of collaborative processes between General Education and Special Education teachers. These educators often work independently, resulting in a lack of shared understanding regarding specific learning gaps, which prevents the setting of unified goals and the delivery of cohesive interventions for students with IEPs.
4	Rock Prairie serves a high-need population with 60.31% of students identified as economically disadvantaged--a rate 21% higher than the district average of 39.32%--which creates an increased demand for intensive Tier 2 and Tier 3 academic and behavioral supports.	The higher density of high-need students has outpaced the campus's current ability to provide consistent restorative practices and one-on-one assistance, as evidenced by the 280 total disciplinary actions taken during the 2025-2026 school year. The school is struggling to balance the delivery of intentional, engaging instruction with the high frequency of behavior-related classroom removals.
5	Parent and community involvement in supporting instruction and student learning remains limited. While families and community members engage in school events and traditions, there is no consistent participation in activities that directly impact academic growth, nor is there sufficient feedback from parents and students to inform school improvement efforts.	Absence of established communication protocols on student achievement and growth, and inadequate channels for disseminating information to families.

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Perceptions

Summary

Rock Prairie Elementary systematically gathers perceptions through one-on-one meetings, parent surveys, and stakeholder feedback to shape its campus culture. The school's core identity is built on a "family" model that deeply values safety, kindness, and connection. Traditions are viewed by staff and families as the "foundation of the culture," creating lasting memories beyond academic data. Additionally, the school has successfully expanded its outreach through the Watch D.O.G.S. (Dads of Great Students) program and community-centered events to foster deeper family engagement.

Strengths

A primary strength of Rock Prairie is its unified and collaborative staff culture, where educators feel that relationships and a sense of belonging are prioritized. Teachers report that their feedback is actively sought and used to guide campus leadership decisions, reinforcing a culture of trust and shared ownership. Furthermore, the campus is perceived by both staff and families as a safe and nurturing environment where relationships with students come first, ensuring every learner feels heard and valued. This strong sense of community is evidenced by high participation in school-wide traditions and a growing commitment to transparent communication.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Parent and community involvement in activities that directly impact academic growth (such as student data conferences and literacy/math nights) remains limited compared to participation in social traditions.	There is an absence of established communication protocols regarding specific student achievement metrics and a lack of adequate channels for effectively disseminating academic growth data to families.
2	Although the school's overall attendance rate reached 95.5% in 2024-2025, chronic absenteeism persists, with a notable percentage of students attending less than 90% of the time.	There is inconsistent family communication and standardized follow-up from the campus when absences first occur, which hinders the establishment of a shared expectation for regular attendance.
3 ★	African American students are significantly overrepresented in disciplinary data; while they make up only 28% of the student body, they account for 73% of all behavioral offenses and 78% of Out-of-School Suspensions (OSS).	Tier 1 behavioral supports are not effectively providing these students with the self-regulation skills needed to navigate classroom expectations.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	African American students are significantly overrepresented in disciplinary data; while they make up only 28% of the student body, they account for 73% of all behavioral offenses and 78% of Out-of-School Suspensions (OSS).	Tier 1 behavioral supports are not effectively providing these students with the self-regulation skills needed to navigate classroom expectations.
2 ★	Students receiving Special Education services (IEP subgroups) are not demonstrating the same accelerated growth as their peers; while other subgroups saw a significant "jump" in proficiency, students with IEPs saw their projected Math proficiency decline from 20.00% to 18.80%.	A root cause analysis identified a lack of collaborative processes between General Education and Special Education teachers. These educators often work independently, resulting in a lack of shared understanding regarding specific learning gaps, which prevents the setting of unified goals and the delivery of cohesive interventions for students with IEPs.
3 ★	Foundational reading proficiency in the earliest grades is below district standards, with the Kindergarten Mean RIT of 145.9 falling below the district average of 148.7, and only 51% of students meeting or exceeding the grade-level mean.	Winter MAP Growth data shows that 39% of Kindergarten students are performing in the "Low" or "Low Average" percentiles in foundational skills, particularly in Phonological Awareness and Beginning Reading and Writing. This indicates a need for more intensive Tier 1 instructional focus on these specific domains before students transition to higher grades where reading fluency demands increase.
4 ★	Emergent bilinguals, economically disadvantaged students, and students receiving Special Education services continue to score below their peers on STAAR in both Math and Reading.	There has been inconsistent implementation of Multi-Tiered Systems of Support (MTSS) and PLC processes, which has hindered the consistent mastery of essential TEKS across grade levels.
5 ★	Parent and community involvement in activities that directly impact academic growth (such as student data conferences and literacy/math nights) remains limited compared to participation in social traditions.	There is an absence of established communication protocols regarding specific student achievement metrics and a lack of adequate channels for effectively disseminating academic growth data to families.

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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

- ☑ **District goals**
- ☑ **Campus goals**
- ☑ **Campus/District improvement plans (current and prior years)**
- ☑ **Planning and decision making committee(s) meeting data**

Accountability Data

- ☑ **Texas Academic Performance Report (TAPR) data**
- ☑ **Student Achievement Domain**
- ☑ **Student Progress Domain**
- ☑ **Closing the Gaps Domain**
- ☑ **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- ☑ **Accountability Distinction Designations**
- ☑ **Federal Report Card and accountability data**

Student Data: Assessments

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

Student Data: Student Groups

- ☑ **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- ☑ **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- ☑ **Economically disadvantaged / Non-economically disadvantaged performance and participation data**

- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership 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 and community partnership data**
- [x] **Parent activity evaluations and feedback data**

Support Systems and Other Data

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

Goals

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

Performance Objective 1 ☑ High Priority

By May 2027, we will increase the frequency of collaborative interactions between General Education and Special Education teachers to at least once per week to improve the alignment of instructional strategies for students with IEPs.

Evaluation Data Source: PLC agendas, Grade Level CFA data, and grade level systems for progress monitoring, MAP/STAAR data and growth

Strategy 1

Develop and implement a schedule that provides special education teachers opportunities to participate in grade-level Collaborative Team Meetings (CTMs) each week.

Strategy's Expected Result/Impact: This collaboration will allow general and special education teachers to jointly analyze student data, discuss essential TEKS, plan instructional supports, and determine appropriate intervention and extension for students receiving special education services.

Staff Responsible for Monitoring: Campus Administration, Instructional Coaches

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

Strategy 2

Grade-level collaborative teams will identify essential TEKS and maintain a system for tracking individual student achievement of those standards.

Strategy's Expected Result/Impact: Grade-level teams will have a clear, consistent understanding of each student's progress toward mastery of essential TEKS and will use that information to make timely instructional decisions, including reteaching, intervention, differentiation, and extension.

Staff Responsible for Monitoring: Grade Level Content Teams, Instructional Coaches, MTSS Coach

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

Title I: 2.5.1, 2.5.2, 2.5.3

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 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Students receiving Special Education services (IEP subgroups) are not demonstrating the same accelerated growth as their peers; while other subgroups saw a significant "jump" in proficiency, students with IEPs saw their projected Math proficiency decline from 20.00% to 18.80%.	A root cause analysis identified a lack of collaborative processes between General Education and Special Education teachers. These educators often work independently, resulting in a lack of shared understanding regarding specific learning gaps, which prevents the setting of unified goals and the delivery of cohesive interventions for students with IEPs.
4	Emergent bilinguals, economically disadvantaged students, and students receiving Special Education services continue to score below their peers on STAAR in both Math and Reading.	There has been inconsistent implementation of Multi-Tiered Systems of Support (MTSS) and PLC processes, which has hindered the consistent mastery of essential TEKS across grade levels.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students receiving Special Education services (IEP subgroups) are not demonstrating the same accelerated growth as their peers; while other subgroups saw a significant "jump" in proficiency, students with IEPs saw their projected Math proficiency decline from 20.00% to 18.80%.	A root cause analysis identified a lack of collaborative processes between General Education and Special Education teachers. These educators often work independently, resulting in a lack of shared understanding regarding specific learning gaps, which prevents the setting of unified goals and the delivery of cohesive interventions for students with IEPs.
2	Foundational reading proficiency in the earliest grades is below district standards, with the Kindergarten Mean RIT of 145.9 falling below the district average of 148.7, and only 51% of students meeting or exceeding the grade-level mean.	Winter MAP Growth data shows that 39% of Kindergarten students are performing in the "Low" or "Low Average" percentiles in foundational skills, particularly in Phonological Awareness and Beginning Reading and Writing. This indicates a need for more intensive Tier 1 instructional focus on these specific domains before students transition to higher grades where reading fluency demands increase.
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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Emergent bilinguals, economically disadvantaged students, and students receiving Special Education services continue to score below their peers on STAAR in both Math and Reading.	There has been inconsistent implementation of Multi-Tiered Systems of Support (MTSS) and PLC processes, which has hindered the consistent mastery of essential TEKS across grade levels.

3	Students receiving Special Education services (IEP subgroups) are not demonstrating the same accelerated growth as their peers; while other subgroups saw a significant "jump" in proficiency, students with IEPs saw their projected Math proficiency decline from 20.00% to 18.80%.	A root cause analysis identified a lack of collaborative processes between General Education and Special Education teachers. These educators often work independently, resulting in a lack of shared understanding regarding specific learning gaps, which prevents the setting of unified goals and the delivery of cohesive interventions for students with IEPs.

Performance Objective 2 ☑ High Priority

By May 2027, Rock Prairie will increase the capacity of staff to implement effective instructional practices that support innovative, differentiated, and personalized learning experiences for all students.

Evaluation Data Source: PLC agendas, Grade Level CFA data, and grade level systems for progress monitoring, MAP/STAAR data and growth

Strategy 1

Campus administrators will participate in professional learning opportunities focused on effective instructional practices and instructional leadership and use this learning to support teachers through feedback, coaching, and campus professional development.

Strategy's Expected Result/Impact: Campus administrators will strengthen their instructional leadership capacity, resulting in more consistent and effective feedback, coaching, and professional learning for teachers to support improved instructional practices and student outcomes.

Staff Responsible for Monitoring: Campus Administration

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

Funding Sources: Professional Development and Travel 211 Title I, Part A, 6411, $5,000

Title I: 2.5.2

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

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	February	April	June

Strategy 2

Rock Prairie staff will participate in professional learning opportunities focused on strengthening effective instructional practices and supporting differentiated learning experiences for students.

Strategy's Expected Result/Impact: Rock Prairie staff will apply knowledge and strategies gained through professional learning to enhance instructional practices and better meet individual student needs.

Staff Responsible for Monitoring: Principal, AP, ICs, MTSS, Guiding Coalition

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

Funding Sources: Professional Development & Travel 211 Title I, Part A, 6411, $8,000

Title I: 2.5.1, 2.5.2, 2.5.3

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

Strategy 3

Utilize Title I and general funds to purchase supplemental instructional materials and resources that strengthen Tier 1 instruction, support differentiated learning, and increase student mastery of essential standards.

Strategy's Expected Result/Impact: Teachers will have access to high-quality supplemental resources that support differentiated instruction, address individual student needs, and increase student mastery of essential standards.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, MTSS Coach, Grade level teachers

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

Funding Sources: Supplemental Instructional Materials 211 Title I, Part A, 6399, $1,760, Supplemental Instructional Materials 199 State Compensatory Ed (SCE), $1,500

Title I: 2.5.1, 2.5.2, 2.5.3

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	African American students are significantly overrepresented in disciplinary data; while they make up only 28% of the student body, they account for 73% of all behavioral offenses and 78% of Out-of-School Suspensions (OSS).	Tier 1 behavioral supports are not effectively providing these students with the self-regulation skills needed to navigate classroom expectations.
3	Students receiving Special Education services (IEP subgroups) are not demonstrating the same accelerated growth as their peers; while other subgroups saw a significant "jump" in proficiency, students with IEPs saw their projected Math proficiency decline from 20.00% to 18.80%.	A root cause analysis identified a lack of collaborative processes between General Education and Special Education teachers. These educators often work independently, resulting in a lack of shared understanding regarding specific learning gaps, which prevents the setting of unified goals and the delivery of cohesive interventions for students with IEPs.
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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students receiving Special Education services (IEP subgroups) are not demonstrating the same accelerated growth as their peers; while other subgroups saw a significant "jump" in proficiency, students with IEPs saw their projected Math proficiency decline from 20.00% to 18.80%.	A root cause analysis identified a lack of collaborative processes between General Education and Special Education teachers. These educators often work independently, resulting in a lack of shared understanding regarding specific learning gaps, which prevents the setting of unified goals and the delivery of cohesive interventions for students with IEPs.

2	Foundational reading proficiency in the earliest grades is below district standards, with the Kindergarten Mean RIT of 145.9 falling below the district average of 148.7, and only 51% of students meeting or exceeding the grade-level mean.	Winter MAP Growth data shows that 39% of Kindergarten students are performing in the "Low" or "Low Average" percentiles in foundational skills, particularly in Phonological Awareness and Beginning Reading and Writing. This indicates a need for more intensive Tier 1 instructional focus on these specific domains before students transition to higher grades where reading fluency demands increase.
3	Emergent bilinguals, economically disadvantaged students, and students receiving Special Education services continue to score below their peers on STAAR in both Math and Reading.	There has been inconsistent implementation of Multi-Tiered Systems of Support (MTSS) and PLC processes, which has hindered the consistent mastery of essential TEKS across grade levels.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Emergent bilinguals, economically disadvantaged students, and students receiving Special Education services continue to score below their peers on STAAR in both Math and Reading.	There has been inconsistent implementation of Multi-Tiered Systems of Support (MTSS) and PLC processes, which has hindered the consistent mastery of essential TEKS across grade levels.
3	Students receiving Special Education services (IEP subgroups) are not demonstrating the same accelerated growth as their peers; while other subgroups saw a significant "jump" in proficiency, students with IEPs saw their projected Math proficiency decline from 20.00% to 18.80%.	A root cause analysis identified a lack of collaborative processes between General Education and Special Education teachers. These educators often work independently, resulting in a lack of shared understanding regarding specific learning gaps, which prevents the setting of unified goals and the delivery of cohesive interventions for students with IEPs.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Parent and community involvement in activities that directly impact academic growth (such as student data conferences and literacy/math nights) remains limited compared to participation in social traditions.	There is an absence of established communication protocols regarding specific student achievement metrics and a lack of adequate channels for effectively disseminating academic growth data to families.
3	African American students are significantly overrepresented in disciplinary data; while they make up only 28% of the student body, they account for 73% of all behavioral offenses and 78% of Out-of-School Suspensions (OSS).	Tier 1 behavioral supports are not effectively providing these students with the self-regulation skills needed to navigate classroom expectations.

Performance Objective 3 ☑ High Priority

By the end of the 2026-2027 school year, all Rock Prairie grade-level teams (K-4) will consistently monitor and track student mastery of identified essential grade-level standards to inform instructional decisions and ensure timely responses to individual student learning needs.

Evaluation Data Source: Essential standards tracking documents, CFA data, MAP Growth data, and CTM documentation.

Strategy 1

Grade-level collaborative teams will develop and implement a consistent system for assessing and tracking individual student mastery of essential standards. Teams will regularly analyze student data during collaborative team meetings to identify students needing reteaching or intervention and students ready for extension.

Strategy's Expected Result/Impact: Teachers will have a clear and current understanding of each student's mastery of essential standards and will use this information to provide timely, targeted instruction, resulting in increased student mastery and academic growth.

Staff Responsible for Monitoring: Campus Administration, Grade Level Content Teams, Instructional Coaches, MTSS Coach

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

Title I: 2.5.1, 2.5.2, 2.5.3

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 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	African American students are significantly overrepresented in disciplinary data; while they make up only 28% of the student body, they account for 73% of all behavioral offenses and 78% of Out-of-School Suspensions (OSS).	Tier 1 behavioral supports are not effectively providing these students with the self-regulation skills needed to navigate classroom expectations.
3	Students receiving Special Education services (IEP subgroups) are not demonstrating the same accelerated growth as their peers; while other subgroups saw a significant "jump" in proficiency, students with IEPs saw their projected Math proficiency decline from 20.00% to 18.80%.	A root cause analysis identified a lack of collaborative processes between General Education and Special Education teachers. These educators often work independently, resulting in a lack of shared understanding regarding specific learning gaps, which prevents the setting of unified goals and the delivery of cohesive interventions for students with IEPs.
4	Emergent bilinguals, economically disadvantaged students, and students receiving Special Education services continue to score below their peers on STAAR in both Math and Reading.	There has been inconsistent implementation of Multi-Tiered Systems of Support (MTSS) and PLC processes, which has hindered the consistent mastery of essential TEKS across grade levels.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students receiving Special Education services (IEP subgroups) are not demonstrating the same accelerated growth as their peers; while other subgroups saw a significant "jump" in proficiency, students with IEPs saw their projected Math proficiency decline from 20.00% to 18.80%.	A root cause analysis identified a lack of collaborative processes between General Education and Special Education teachers. These educators often work independently, resulting in a lack of shared understanding regarding specific learning gaps, which prevents the setting of unified goals and the delivery of cohesive interventions for students with IEPs.
2	Foundational reading proficiency in the earliest grades is below district standards, with the Kindergarten Mean RIT of 145.9 falling below the district average of 148.7, and only 51% of students meeting or exceeding the grade-level mean.	Winter MAP Growth data shows that 39% of Kindergarten students are performing in the "Low" or "Low Average" percentiles in foundational skills, particularly in Phonological Awareness and Beginning Reading and Writing. This indicates a need for more intensive Tier 1 instructional focus on these specific domains before students transition to higher grades where reading fluency demands increase.
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Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Emergent bilinguals, economically disadvantaged students, and students receiving Special Education services continue to score below their peers on STAAR in both Math and Reading.	There has been inconsistent implementation of Multi-Tiered Systems of Support (MTSS) and PLC processes, which has hindered the consistent mastery of essential TEKS across grade levels.

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Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	African American students are significantly overrepresented in disciplinary data; while they make up only 28% of the student body, they account for 73% of all behavioral offenses and 78% of Out-of-School Suspensions (OSS).	Tier 1 behavioral supports are not effectively providing these students with the self-regulation skills needed to navigate classroom expectations.

Goal 2 CSISD will elevate academic outcomes of historically under-performing student groups.

Performance Objective 1 ☑ High Priority

By the end of the 2026-2027 school year, Rock Prairie will increase academic outcomes for historically underperforming student groups (SPED, emergent bilingual, economically disadvantaged, and African American students) by ensuring equitable access to Tier 1 instruction, intervention, and progress monitoring, as measured by at least a 5% increase in the percentage of these students scoring Meets or above on STAAR reading and math and at least 50% meeting their projected growth targets on MAP.

Evaluation Data Source: STAAR Reading and Math data, MAP Growth data, CFA results, and intervention/ progress-monitoring data, disaggregated by student group.

Strategy 1

In June and July 2027, campus administration, the guiding coalition, instructional coaches, and grade-level teams will collaborate to review campus-wide data and develop next-step strategies aligned to the identified needs.

Strategy's Expected Result/Impact: The campus will enter with clear, data-driven priorities and action plans that directly address identified areas of need. Grade-level teams will have targeted strategies in place to strengthen Tier 1 instruction, intervention, and extension.

Staff Responsible for Monitoring: Principal, Assistant Principal, Guiding Coalition, Grade Level Teams

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

Funding Sources: Extra Duty Pay (Teachers) 211 Title I, Part A, 6118, $1,725

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	African American students are significantly overrepresented in disciplinary data; while they make up only 28% of the student body, they account for 73% of all behavioral offenses and 78% of Out-of-School Suspensions (OSS).	Tier 1 behavioral supports are not effectively providing these students with the self-regulation skills needed to navigate classroom expectations.
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4	Emergent bilinguals, economically disadvantaged students, and students receiving Special Education services continue to score below their peers on STAAR in both Math and Reading.	There has been inconsistent implementation of Multi-Tiered Systems of Support (MTSS) and PLC processes, which has hindered the consistent mastery of essential TEKS across grade levels.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students receiving Special Education services (IEP subgroups) are not demonstrating the same accelerated growth as their peers; while other subgroups saw a significant "jump" in proficiency, students with IEPs saw their projected Math proficiency decline from 20.00% to 18.80%.	A root cause analysis identified a lack of collaborative processes between General Education and Special Education teachers. These educators often work independently, resulting in a lack of shared understanding regarding specific learning gaps, which prevents the setting of unified goals and the delivery of cohesive interventions for students with IEPs.

2	Foundational reading proficiency in the earliest grades is below district standards, with the Kindergarten Mean RIT of 145.9 falling below the district average of 148.7, and only 51% of students meeting or exceeding the grade-level mean.	Winter MAP Growth data shows that 39% of Kindergarten students are performing in the "Low" or "Low Average" percentiles in foundational skills, particularly in Phonological Awareness and Beginning Reading and Writing. This indicates a need for more intensive Tier 1 instructional focus on these specific domains before students transition to higher grades where reading fluency demands increase.
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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Emergent bilinguals, economically disadvantaged students, and students receiving Special Education services continue to score below their peers on STAAR in both Math and Reading.	There has been inconsistent implementation of Multi-Tiered Systems of Support (MTSS) and PLC processes, which has hindered the consistent mastery of essential TEKS across grade levels.
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Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	African American students are significantly overrepresented in disciplinary data; while they make up only 28% of the student body, they account for 73% of all behavioral offenses and 78% of Out-of-School Suspensions (OSS).	Tier 1 behavioral supports are not effectively providing these students with the self-regulation skills needed to navigate classroom expectations.

Performance Objective 2 ☑ High Priority

By the end of the 2026-2027 school year, Rock Prairie will increase academic growth in reading and math among historically underperforming student groups, as measured by the percentage of students meeting or exceeding their MAP projected growth targets, through consistent progress monitoring and targeted, responsive interventions.

Evaluation Data Source: MAP Growth data and campus progress-monitoring data, disaggregated by student group.

Strategy 1

Identify students who have not yet demonstrated mastery of grade-level essential standards in reading and math and/or need additional behavioral support, and provide targeted, data-driven support through academic tutors and instructional assistants to address learning gaps, increase student engagement, and support positive behavior.

Strategy's Expected Result/Impact: Students receiving targeted academic and behavioral support will demonstrate increased mastery of grade-level essential standards, improved academic growth, increased engagement, and improved behavioral outcomes.

Staff Responsible for Monitoring: Grade level teachers, Instructional Coaches, MTSS Coach, and Instructional Assistants

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

Funding Sources: Title I Instructional Assistants 211 Title I, Part A, 6125, $94,473

Title I: 2.5.1, 2.5.3

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

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 2

Teachers will utilize formative assessments to regularly monitor student progress, identify learning gaps, and adjust instruction based on individual student needs through targeted small-group instruction, intervention, and one-on-one support.

Strategy's Expected Result/Impact: Teachers will respond more effectively to student learning needs, resulting in timely intervention, increased mastery of essential standards, and improved student academic growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, Guiding Coalition, Grade Level Teams

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	February	April	June

Strategy 3

Teachers will conduct individual goal-setting conferences with students throughout the school year to review academic progress, establish individualized learning goals, and identify specific actions students can take to monitor and improve their learning.

Strategy's Expected Result/Impact: Students will develop a greater understanding of their academic progress and learning goals, resulting in increased ownership, motivation, and engagement in their learning.

Staff Responsible for Monitoring: Grade Level Teachers, Campus Administration

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

Title I: 2.5.1, 2.5.2

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, 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	African American students are significantly overrepresented in disciplinary data; while they make up only 28% of the student body, they account for 73% of all behavioral offenses and 78% of Out-of-School Suspensions (OSS).	Tier 1 behavioral supports are not effectively providing these students with the self-regulation skills needed to navigate classroom expectations.
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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students receiving Special Education services (IEP subgroups) are not demonstrating the same accelerated growth as their peers; while other subgroups saw a significant "jump" in proficiency, students with IEPs saw their projected Math proficiency decline from 20.00% to 18.80%.	A root cause analysis identified a lack of collaborative processes between General Education and Special Education teachers. These educators often work independently, resulting in a lack of shared understanding regarding specific learning gaps, which prevents the setting of unified goals and the delivery of cohesive interventions for students with IEPs.

2	Foundational reading proficiency in the earliest grades is below district standards, with the Kindergarten Mean RIT of 145.9 falling below the district average of 148.7, and only 51% of students meeting or exceeding the grade-level mean.	Winter MAP Growth data shows that 39% of Kindergarten students are performing in the "Low" or "Low Average" percentiles in foundational skills, particularly in Phonological Awareness and Beginning Reading and Writing. This indicates a need for more intensive Tier 1 instructional focus on these specific domains before students transition to higher grades where reading fluency demands increase.
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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Emergent bilinguals, economically disadvantaged students, and students receiving Special Education services continue to score below their peers on STAAR in both Math and Reading.	There has been inconsistent implementation of Multi-Tiered Systems of Support (MTSS) and PLC processes, which has hindered the consistent mastery of essential TEKS across grade levels.
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Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
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Goal 3

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

Performance Objective 1

☑ **High Priority**

By May 2027, Rock Prairie will strengthen partnerships between families and teachers by increasing opportunities for families to actively engage in and support their child's academic learning and growth.

Evaluation Data Source: APTT and family engagement participation data, parent workshop attendance, and family feedback surveys.

Strategy 1

Utilize a Title I Specialist to develop, coordinate, and implement a campus family engagement plan that includes academic-focused events such as literacy and math nights, curriculum showcases, student data conferences, and parent workshops. The Title I Specialist will also facilitate opportunities for family feedback to strengthen communication, collaboration, and family involvement in student learning.

Strategy's Expected Result/Impact: Families will have increased opportunities to engage in their child's learning, better understand academic expectations and student progress, and provide meaningful feedback, resulting in stronger school-family partnerships and increased family engagement.

Staff Responsible for Monitoring: Principal, Assistant Principal, Guiding Coalition, Title I Specialist

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

Funding Sources: Parent and Family Engagement 211 Title I, Part A, 6499, $400, Title I Specialist Salary 211 Title I, Part A, 6125, $35,375

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Strategy 2

Implement Academic Parent-Teacher Teams to provide families with grade-level academic information, student performance data, strategies, and resources they can use at home to support student learning.

Strategy's Expected Result/Impact: Families will have an increased understanding of grade-level expectations, their child's academic progress, and specific ways they can support learning at home, resulting in stronger partnerships between families and teachers.

Problem Statements: Perceptions 1

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

Formative Reviews

November	February	April	June

Strategy 3

Establish campus-wide expectations and opportunities for staff to intentionally provide positive communication to families throughout the school year through phone calls, emails, notes, digital communication, and other forms of parent contact

Strategy's Expected Result/Impact: Families will receive more frequent positive communication regarding their children, resulting in stronger relationships, increased trust, and improved school-family partnerships.

Staff Responsible for Monitoring: Principal, Assistant Principal, Guiding Coalition, Title I Specialist

Problem Statements: Perceptions 1

Title I: 2.5.1

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Students receiving Special Education services (IEP subgroups) are not demonstrating the same accelerated growth as their peers; while other subgroups saw a significant "jump" in proficiency, students with IEPs saw their projected Math proficiency decline from 20.00% to 18.80%.	A root cause analysis identified a lack of collaborative processes between General Education and Special Education teachers. These educators often work independently, resulting in a lack of shared understanding regarding specific learning gaps, which prevents the setting of unified goals and the delivery of cohesive interventions for students with IEPs.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
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Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Parent and community involvement in activities that directly impact academic growth (such as student data conferences and literacy/math nights) remains limited compared to participation in social traditions.	There is an absence of established communication protocols regarding specific student achievement metrics and a lack of adequate channels for effectively disseminating academic growth data to families.

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, Rock Prairie teachers will purposefully integrate digital learning tools to provide personalized learning opportunities that address individual student needs identified through MAP, CFA, and other formative assessment data.

Evaluation Data Source: MAP Growth data, CFA and formative assessment data, digital platform usage reports, instructional planning documentation, and administrative walkthrough data.

Strategy 1

Rock Prairie teachers will utilize district and campus supported digital learning platforms and resources to provide targeted practice, intervention, and extension aligned with essential standards and individual student learning needs.

Strategy's Expected Result/Impact: Students will receive targeted learning opportunities based on identified needs, resulting in increased mastery of essential standards, academic growth, and reduced achievement gaps.

Staff Responsible for Monitoring: Principal, AP, DLA

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

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

Strategy 2

Rock Prairie's Digital Learning Ambassador will provide ongoing professional learning, modeling, and support to help teachers purposefully integrate digital learning tools and resources to differentiate instruction and respond to individual student needs.

Strategy's Expected Result/Impact: Teachers will increase their knowledge, confidence, and effective use of digital learning resources, resulting in more intentional and personalized learning experiences for students.

Staff Responsible for Monitoring: Principal, AP, DLA

Problem Statements: Student Learning 2

Title I: 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 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
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Performance Objective 1 Problem Statements Identifying Student Learning

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

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Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
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State Compensatory Education

State Compensatory

Budget for Rock Prairie Elementary School

Total SCE Funds: $5,580.00

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
1	2	3	Supplemental Instructional Materials	--	$1,500.00
				Sub-Total	$1,500.00
				Budgeted Fund Source Amount	$5,580.00
				+/- Difference	**$4,080.00**

211 Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Professional Development and Travel	6411	$5,000.00
1	2	2	Professional Development & Travel	6411	$8,000.00
1	2	3	Supplemental Instructional Materials	6399	$1,760.00
2	1	1	Extra Duty Pay (Teachers)	6118	$1,725.00
2	2	1	Title I Instructional Assistants	6125	$94,473.00
3	1	1	Parent and Family Engagement	6499	$400.00
3	1	1	Title I Specialist Salary	6125	$35,375.00
				Sub-Total	$146,733.00
				Budgeted Fund Source Amount	$147,280.00
				+/- Difference	**$547.00**

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	